



Sunrise Adult Training Centre

Needs Assessment

**FINAL REPORT
CONFIDENTIAL**

June 24, 2010



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1. Executive Summary

1. Introduction – Background, Scope and Objectives

The Ministry of Education, Training and Employment ("the Ministry") engaged Deloitte to conduct an assessment of the needs of adults with disabilities in the Cayman Islands as a prerequisite to developing a facility design model and soliciting expressions of interest for the development of a new facility that would provide the requisite services and support to clients focusing on personal development through individual assessment, progress reporting, and towards independent living. The focus of the study was on the facilities, programs and specialists provided at the Sunrise Adult Training Centre ("Sunrise").

2. Methodology

2.1 Kick-Off Meeting

A Project Kick-Off Meeting was held on March 17, 2010 with members of the Ministry and Deloitte's Consulting Team. At this meeting the project objectives, data gathering approach and confirmed project times were discussed.

2.2 Data Gathering

Data was gathered through a variety of sources and processes. Deloitte conducted face-to-face interviews with a number of key stakeholders both internally and externally, and also held focus groups and used on-line surveys for data gathering purposes.

Secondary data sources included a number of published reports which were supplied to us by the project steering committee from the Ministry.

3. Findings – Local Research

3.1 Current State Findings – Facilities

Our review of the current Sunrise facilities revealed the following:

- Location not ideal;
- Shortage of space;
- Craft Room / Program – not well utilized;

- Number of restrooms is insufficient;
- Layout of the facility can be deemed a safety hazard;
- No dedicated area for recreational activities;
- Transportation – all buses are not fully equipped;
- Occupational therapy room equipment inadequate;
- Life skills rooms – inadequate equipment and space;
- Computer room – insufficient adaptive equipment;
- Gym – hazard due to overcrowding;
- Employee facilities insufficient; and,
- Lack of covered parking or garage area.

3.2 Current State Findings – Programs

Our review of programs at Sunrise also revealed the following findings:

- ASDAN Curriculum not fully implemented;
- No formal structure to classes and training sessions;
- No measurable development plans;
- Limited creative programs at the centre;
- Limited outdoor activities; and,
- Insufficient access to occupational therapy rooms.

3.3 Current State Findings – Specialists and Therapists

Our review of specialists and therapists at Sunrise revealed the following findings:

- Staffing numbers inadequate as no backup support provided in periods of staff absence;
- Training – majority of staff do not have formal training in the areas in which they provide support;
- Role Definition – staff uncertain of the role they are required to perform in providing support to persons with a wide range of disabilities; and,
- Specialist Roles – staff not sufficiently trained to assist the clients in instances of seizures etc., therefore dedicated specialists are required on staff.

4. Best Practices

Definition:

"a technique or methodology that, through experience and research, has proven to reliably lead to a desired result"¹;

"the winning strategies, approaches, and processes that produce superior performance in an organization. A best practice is the by-product of a successful end-result"²; and,

"the methods and achievements of the recognized leader(s) in a particular field"³.

The following facilities were used as standards of excellence in our benchmarking exercise and were chosen based on their applicability to the needs of persons with disabilities in the Cayman Islands:

- **Lambs Farm**, located in Libertyville, Illinois, USA
- **Ongawanada**, located Kingston and Eastern Ontario, Canada

5. Recommendations

Based on our research, Deloitte has provided two potential options for the Ministry based on the current and future requirements of an adult training centre for persons with disabilities in the Cayman Islands.

Option1: Village Living Approach

The village living option allows the clients the ability to interact with various support centres located throughout the Cayman Islands in order to participate in a varied number of services and programs offered by the various support centres and coordinated through a main central facility. The aim of the village option is to allow clients and caretakers the flexibility of gaining access to various facilities and programs, in some cases alleviating the concerns of distance travelling for clients to one central facility as support centres will be located throughout various districts in the Cayman Islands, and also allowing access to a wider range of service providers in the support areas they may require.

Option2: Campus Living Approach

The campus living option allows the client the ability to live, work and interact with other clients within one main dedicated area such as a campus setting. A central administration and coordination centre will conduct initial assessments, coordinate programs, and track the clients' progress through reporting provided by the various service centres located throughout the campus facility.

¹ www.tjiss.net/glossary_b.html, accessed 2005-10-10, Tribal Justice Information Sharing System

² www.portfoliostep.cpm/390.1TerminologyDefinitions.htm, accessed 2005-10-10, 390.1 Glossary Terms and Definitions from the Portfolio Management Framework.

³ www.et.teiath.gr/tempus/gloassary.asp, accessed 2005-10-10,

6. Next Steps

In identifying the needs of persons with disabilities in the Cayman Islands as a precursor to developing a facility design model and soliciting expressions of interest for the development of a new centre, the next steps required to move towards the implementation of a chosen option is as follows:

1. Project steering committee to review the final report and identify the option that best supports the needs of persons with disabilities in the Cayman Islands and supports the Ministry's requirements.
2. **Consideration of Option 1 will include the following:**
 - a. Review of the current services required by the proposed adult training centre and currently being offered in Grand Cayman;
 - b. Research potential locations for development based on Government land and/or buildings available in Grand Cayman; and,
 - c. Identify proposed budget available for implementation of chosen option.
3. **Consideration of Option 2 will include the following:**
 - a. Research potential locations for development based on Government land and/or buildings available in Grand Cayman; and,
 - b. Identify proposed budget available for implementation of chosen option.
4. Creation of Design Brief outlining requirements to be presented to potential investors/developers. The Chief Officer to discuss development of brief with Deloitte project partner.

2. Introduction

2.1 Project Background

The Ministry of Education, Training and Employment ("the Ministry") engaged Deloitte to conduct an assessment of the needs of adults with disabilities in the Cayman Islands as a prerequisite to developing a facility design model and soliciting expressions of interest for the development of a new facility that would provide the requisite services and support to clients focusing on personal development through individual assessment, progress reporting, and towards independent living.

The approach adopted by Deloitte incorporated a combination of both secondary and primary research methods. Our research methods focused on the following:

- Reviewing the operational management of existing local facilities and programs offered through focus group discussions and interviews with key stakeholders;
- Benchmarking international facilities and programs providing similar services; and,
- Consultation with various stakeholders including faculty of the Lighthouse School and Sunrise, parents and other relevant stakeholders.

Our data collection efforts encompassed a combination of interviews, focus group meetings as well as short-form surveys. In addition to the Ministry, the key stakeholders consulted included:

- Faculty of the Lighthouse School and Sunrise;
- Current employees of Sunrise;
- Parents of disabled children and adults;
- Non-Governmental Organizations (NGO) and government agencies that provide support and programs for these facilities (e.g. The Disabilities Committee); and,
- Other stakeholders that were identified in the project planning step.

Taking into consideration the needs of these and various other stakeholder groups, we were required to present the Ministry with two options for development that will meet the needs of adults with disabilities in the Cayman Islands.

2.2 Project Objective and Scope

The needs assessment requested by the Ministry was to be conducted based on the perspective of current clients at Sunrise, parents of disabled children and adults, faculty of both Sunrise and the Lighthouse School, NGO's and government agencies that provide support and programs for these facilities, and other stakeholders.

The assessment focused on examining local existing facilities and programs offered; benchmarking of the current facility with other similar facilities and programs internationally; and consulting with various stakeholders including faculty of the Lighthouse School and Sunrise, parents, and other stakeholders.

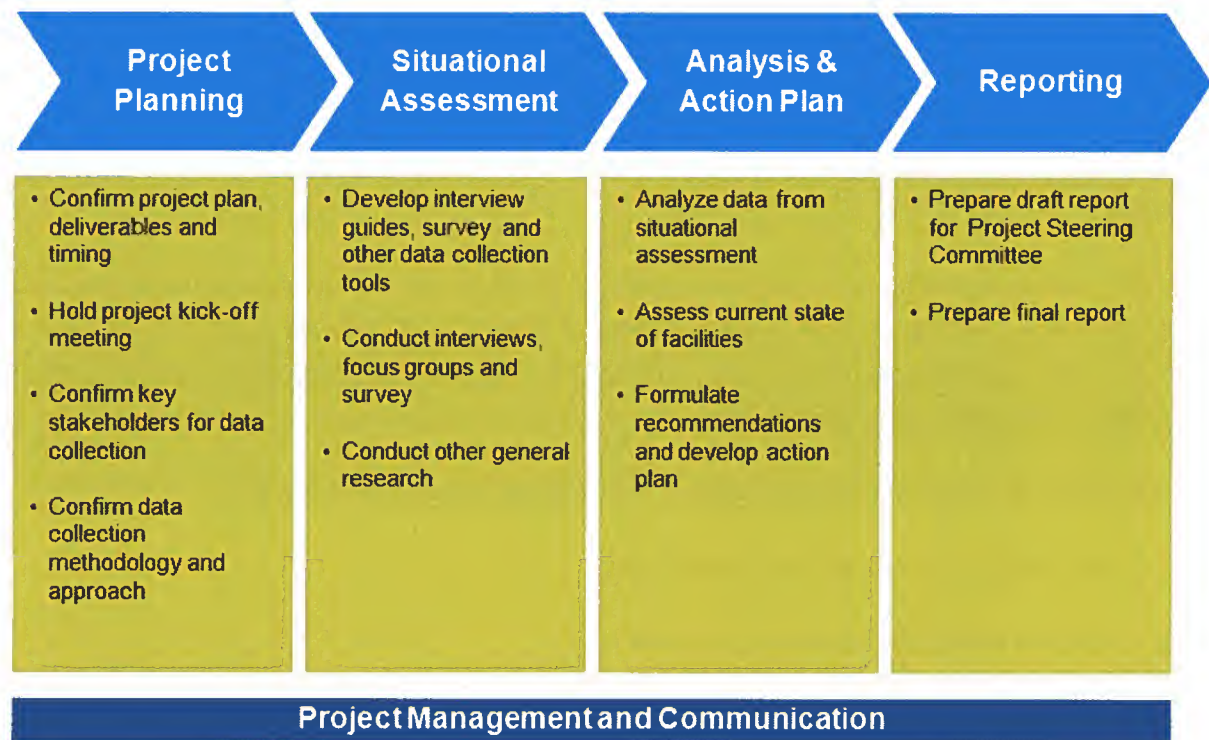
Our questions focused on the three main components of the operational management of the facility:

1. **Facilities** - assessed the condition of the facilities and the equipment available for use by the clients at Sunrise;
2. **Programs** - indicated the quality of the programs being offered to clients⁴ at Sunrise; and,
3. **Therapists/Specialists/Staff** - assessed whether the level of skills of the staff, and number of staff are currently providing adequate support to the clients of Sunrise.

⁴ Client refers to any persons attending and utilizing the services provided at Sunrise

3. Methodology

Project Approach



3.1 Kick- Off Meeting

A Project Kick-Off Meeting was held on March 17, 2010 with members of the Ministry and Deloitte's Consulting Team. During this meeting, the project objectives and deliverables were agreed upon, project assumptions and risks were discussed, and risk mitigation strategies were identified. The factors which were critical to the success of the project were discussed and agreed upon, and all project team members were required to sign Confidentiality Agreements.

3.2 Data Sources

A variety of sources were used to obtain information that would assist in identifying the current needs of persons with disabilities in the Cayman Islands. These sources are indicated as follows:

3.2.1 Current State – Online Survey

In order to identify the current needs of persons with disabilities in the Cayman Islands, Deloitte created two (2) online surveys targeted at parents of disabled children and adults attending the Sunrise Adult Training Centre or the Lighthouse School. The Deloitte team requested the assistance of the faculty from both the Lighthouse School and the Sunrise Adult Training Centre, to assist with encouraging the parents of individuals attending these facilities to complete the surveys.

Parents of children attending the Lighthouse School were asked to complete the Deloitte survey by Mrs. Mac-Vicar, Principal of the Lighthouse School. The survey was launched on March 30, 2010 and two (2) responses were received. Deloitte administered this survey based on a request from the Director of Sunrise.

In addition, another request was made to the parents of the fifty-seven (57) full time and part time adults attending Sunrise, by Mrs. Roberta Gordon, Director - Sunrise Adult Training Centre, to complete a Deloitte survey addressing the needs of the current facility. The survey was launched on March 26, 2010 and thirteen (13) responses were received.

The survey was designed based on four assessment areas that included the following:

1. General information on the survey participant;
2. Staffing – level of skills and number of staff;
3. Facilities – condition of the facilities and equipment; and,
4. Programs – quality of programs being offered at the facility.

3.2.2 Current State – Interviews

In addition to data gathered via the online surveys, Deloitte held one-on-one discussions with key stakeholders, and thus conducted interviews with staff currently employed at Sunrise. The interview questions were based on the four assessment areas addressed in the online surveys, including general information about the survey participant and three sections relating to the current state of Sunrise.

The individuals interviewed by the Deloitte team were as follows:

- Director of Sunrise Adult Training Centre - Roberta Gordon;
- Deputy Director of the Sunrise Adult Training Centre - Bonnie Binns;

- Principle of the Lighthouse School - Carla Bodden Mac-Vicar;
- Chief Officer of the Ministry of Education, Training and Employment - Mary Rodrigues; and,
- Minister of Education, Training and Employment - Minister Rolston Anglin.

Once collected, the data from the interviews was analyzed by the Deloitte Team to assist in the needs assessment.

3.2.3 Current State - Focus Groups

Another data collection method involved conducting focus groups to gain an understanding of and identify:

- Key trends in current needs from the perspective of clients, parents, and staff;
- Key issues of the facility, equipment, programs, and staff; and,
- Opportunities for the Ministry to improve the current state.

Focus group volunteers were requested through an open invitation to all parents at the Sunrise Adult Training Centre and the Lighthouse School.

Focus group discussions were held with clients selected by the Director of Sunrise and all staff members at the centre to gain an understanding of their needs. Focus groups were also held with external stakeholders recommended by the Sunrise Adult Training Center Needs Assessment Project Steering Committee.

Deloitte facilitated seven focus groups; each ran for approximately one hour. The focus group discussions centred on communicating the purpose of the survey and objectives of the Ministry in conducting such an assessment, and providing stakeholders the opportunity to share their insights. These were held as follows:

March 25, 2010

- Sunrise Employees
- Sunrise Clients
- Sunrise Parents

March 30, 2010

- Sunrise Clients
- Sunrise Client Caregivers

- External Stakeholders

March 31, 2010

- External Stakeholders

3.2.4 International Benchmarking

In addition to our primary data collection efforts, Deloitte obtained secondary data through international benchmarking of other facilities providing a training environment that addresses the needs of persons with disabilities.

Through our series of interviews, focus groups, and surveys, various facilities were identified for use in our benchmarking process. The chosen facilities were used in an attempt to gain an understanding of similar international facilities and programs, regional benchmarks, and industry best practices. The benchmark facilities referenced in this report were chosen over other recommendations and other facilities researched as these two models fulfilled the requirements for a new facility based on Deloitte's review of the current state and needs of Persons with Disabilities requiring the services from an adult training centre. In addition they were chosen based on recommendations provided by the Director of Sunrise. As noted in our report, although these facilities are much larger in terms of the number of clients they can accommodate, the services and programs provided can be tailored to an appropriate structure for the Cayman Islands. The centres that were used for benchmarking purposes were as follows:

- **Ongwanada** - located in Kingston and Eastern Ontario, Canada
- **Lamb's Farm** - located in Libertyville, Illinois, USA

(Please see Appendix A for a complete list of data sources consulted.)

3.2.5 Secondary Research Reports

- Report of the Legal Sub-Committee for Persons with Disabilities, 17 February, 2009;
- The Office of the Complaints Commissioner – Own Motion Investigation of Sunrise Adult Training Centre, June 30, 2008;
- Developmental Services for Persons with Disabilities – Report by Brent Holt – April 2008; and,
- Report & Recommendations for upgrading Sunrise – Beverly Beckles, September 1999.

4. Findings - Local Research

4.1 Current State Analysis – Facilities & Equipment

The section below details key themes and findings regarding the current state of the facilities and equipment at Sunrise.

4.1.1 Location

Sunrise is currently located on Powery Road in West Bay. The driving distance is approximately 20 - 30 minutes from George Town and this distance decreases the opportunity to take clients into town where they are able to interact with other people and develop socialization skills, an essential part of life skills training and interpersonal skills development are dependent upon having the opportunity to participate in these types of activities. Moreover, transporting clients to medical appointments or work in George Town is time intensive, and the location also limits specialists and therapists, with offices in George Town, time with clients.

Additionally, Sunrise is not within close proximity to a full service emergency facility and is also located in an area that is isolated and historically has reported incidences of criminal activity.

4.1.2 Shortage of space

Sunrise is a residential unit/single family house which has been converted in an attempt to meet the needs of persons with disabilities. Although renovations have been made to the facility to better serve and support persons with disabilities, there are limitations to the changes that can be made to this type of residential structure. The renovation limitations are due to the fact that building is rented and because it was not built with the intention of being used as a training centre for persons with disabilities.

There are space limitations due to rooms that are small and hallways/doorways which are not adequate for people with disabilities requiring extra space to navigate the facility. For example, clients using wheel chairs and walkers have difficulty moving along the hallways and through the doorways.

The small rooms limit the number of clients who can participate in specific programs. For example, only three persons can use the computer room concurrently and approximately four persons are able to use the life skills room per session.

4.1.3 Optimal capacity for current facility

The table below depicts our observation of the current facility sections and its optimal capacity of clients.

Room / Area	Optimal Capacity	Total
Craft room / storage area	<ul style="list-style-type: none">• 3 – 4 clients• Currently used as storage area	3
Common areas – TV room & lunch room	<ul style="list-style-type: none">• TV room• Lunch room	8-10 22
Computer room	<ul style="list-style-type: none">• 3 - 4 clients	4
Life skills room	<ul style="list-style-type: none">• 3 clients	3
Occupational therapy room	<ul style="list-style-type: none">• 2 clients (large room but due to lack of equipment unable to accommodate more)	2
Gym	<ul style="list-style-type: none">• 4-5 clients	5
OPTIMAL TOTAL		22

4.1.4 Craft room (storage area)

The current facility does not have sufficient storage space. Currently the craft room could accommodate three clients at a time but is being used for storage of food and supplies as the arts/craft program has been discontinued, according to the Director of Sunrise Adult Training Centre.

Additionally, there are no lockers or personal storage areas for clients to keep handbags, personal valuables or learning equipment.

4.1.5 Number of restrooms is insufficient

According to the Director of Sunrise, there are currently between thirty (30) and thirty five (35) clients who attend Sunrise each day and fourteen (14) employees at the facility. The facility was originally constructed as a private residence/single family home and therefore the restroom facilities are not sufficient for the number of people that need to utilize them. There are currently four (4) restrooms, each with one (1) lavatory. One of these restrooms is for use by employees only and out of the remaining three (3) only one (1) is equipped for wheel chair access.

Some of the clients use wheel chairs and require assistance with use of the restroom facilities which may take additional time, and results in a queue being formed by other clients outside the restrooms.

In comparison, Deloitte's site visit to the Lighthouse School revealed that restrooms have been included in each program room with additional restrooms provided in general areas throughout the facility.

4.1.6 Layout of the facility is a safety hazard

Sunrise consists of a number of small rooms and hallways and in the event of a fire, or a need to evacuate in an emergency, it would be difficult to evacuate quickly and efficiently due to the number of the clients who are not independently mobile.

4.1.7 No dedicated area for recreational activities

Sunrise does not have an area specifically designated for recreational activities. The building is adjacent to the road and there is no designated area where outdoor activities can be regularly scheduled as part of the program and allow clients to participate in these daily activities.

4.1.8 Transportation – buses are not fully equipped

The current buses, which are used daily, are not all fully equipped with seatbelts, or for the transportation of people with disabilities.

4.1.9 Occupational Therapy room

The Occupational Therapist operates out of the converted garage with minimal equipment. At this time, with equipment restrictions, only two (2) clients can be accommodated at one time in this room. Section 6.3.1 includes a list of recommended equipment that is necessary for the rehabilitation and/ or development of clients.

There are also no private therapy rooms and it is not uncommon for two (2) clients to be given physical therapy side-by-side (one by the OT aide). This factor also relates to the issue that there is only one (1) Occupational Therapist on staff and clients do not have sufficient occupational therapy sessions.

4.1.10 Life Skills room

The Life Skills room is small in size and has limited equipment which inhibits the client's vocational training opportunities.

4.1.11 Computer room

The computer room seats three (3) clients and there is minimal adaptive equipment in the room. The three (3) computers are however, equipped with touch screens for ease of use. There is also a computer in the Occupational Therapy Room that is equipped with an adapted mouse and keyboard.

4.1.12 Gym

The gym at Sunrise is cramped and difficult for persons requiring extra space to move around. Although there are weights and cardiovascular equipment, there is insufficient space to move freely or work with exercise balls, balancing balls etc. and the current environment poses a potential hazard for clients.

4.1.13 Employee facilities

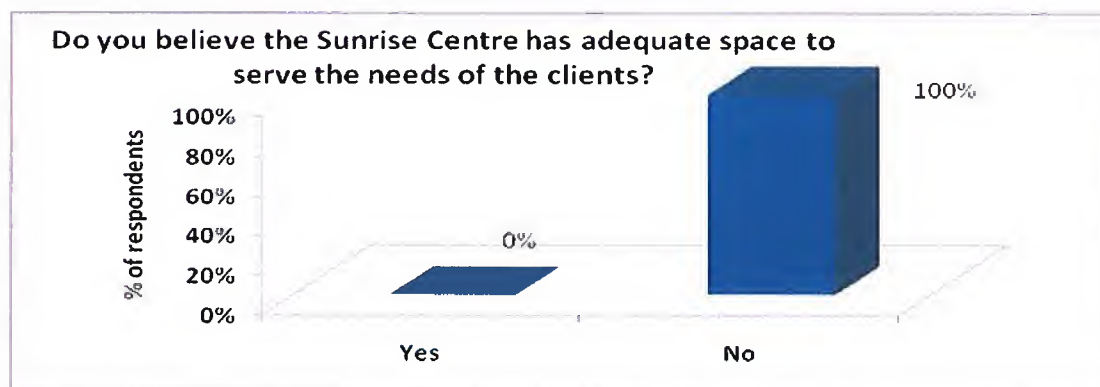
Sunrise does not offer a designated area for employees and specialists/therapists. There is no staff lunchroom, no storage area for special belongings and no meeting facilities or conference room.

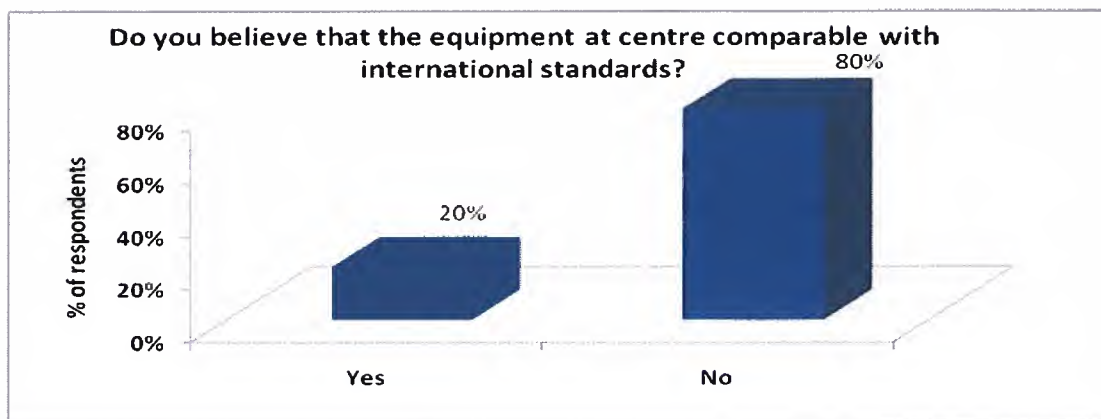
4.1.14 Lack of covered parking or garage area

The garage is currently being used as an Occupational Therapy room, and the buses park outside on the road. It is difficult to transfer clients from the bus to the building when it is raining as some clients' disabilities do not allow them to disembark the bus quickly to enter Sunrise.

4.1.15 Survey results

The graphs below are a representation of the survey responses to questions relating to facilities and equipment at Sunrise.





The following comments and suggestions were recorded for the questions above:

"Facility should be in a central location" – guardian of client at Sunrise.

"The centre is clean but not well maintained. Equipment gets broken and there is no-one to repair it. Personal items taken there for my child have disappeared. An \$8,000 DynoVox which I bought for my child was taken there, never used and then disappeared....nothing is taken care of at Sunrise and it is disgusting to see it all go to ruin" – parent of client at Sunrise.

4.2 Current State Analysis - Programs

The section below details key themes and findings regarding the current state of the programs at Sunrise.

4.2.1 Curriculum

Throughout the course of Deloitte's research, many stakeholders raised the lack of the implementation of ASDAN⁵ as an issue. The ASDAN framework has been recommended by a number of key external stakeholders and a proposed plan for implementation at the Sunrise center was provided by Mr. Clive Baker - Head of Curriculum, however to date there is no formalized structure for the consistent implementation of the ASDAN program plan (see Appendix B for ASDAN Implementation Plan for Sunrise).

⁵ ASDAN – Awards Scheme Development and Accreditation Network – provides opportunity for learners to achieve personal and social development through the achievement of ASDAN Awards and Qualifications, enhancing self-esteem, aspirations and individual contribution to local, national and global communities - <http://www.speters.org.uk/library/events/page23/page23.html>

ASDAN is an outcomes-based learning framework that focuses on setting and achieving objectives for learning and development.

There is currently no fully implemented curriculum that incorporates planned objectives towards a long term development strategy for each client.

Our recommendation of a formal curriculum and learning plan is supported by the 'Developmental Services for Persons with Disabilities' report by Brent Holt dated April 20th, 2008. The report reads as follows:

the SEN code of practice requires for students who are 14 years or older, that IEP's must contain "documentation of a transition plan which includes post-secondary goals related to education, training, employment or independent living skills", including required in-school and interagency supports in order to meet those goals. This applies uniformly to students served in mainstreamed and special needs days schools.

4.2.2 No formal structure to classes and training sessions

We were provided with a "schedule" by Sunrise administration, which lists the client name and matches them to an employee for approximately thirty minute intervals but does not detail the developmental goals to be attained during these periods.

The schedule does not detail the activities of the class and the administration of Sunrise does not maintain records of the expected outcomes of the class. Although Sunrise is operated on the school semester schedule, no quantifiable training plans for each semester were identified.

4.2.3 No measurable development objectives or personal development plan

Sunrise caters to clients with a wide range of disabilities but there are no individual development plans for different clients.

Each client has a varying level of ability based on both their capabilities and disabilities but individual goals, training plans and curricula are not created. Consequently clients are not able to reach their full potential as they do not have a personal development plan geared towards their personal capabilities and training aspirations.

4.2.4 Lack of creative programs at the centre

There is a lack of structured creative programs at Sunrise. There is no formal art program, even though client and parent focus groups indicated that this was a very beneficial and enjoyable program for clients.

In the past, Sunrise facilitated a craft program which allowed the clients to produce arts and crafts, and these were sold at the local craft market. However, it has been reported by the Director of Sunrise that the program has since been downsized.

4.2.5 Lack of outdoor activities

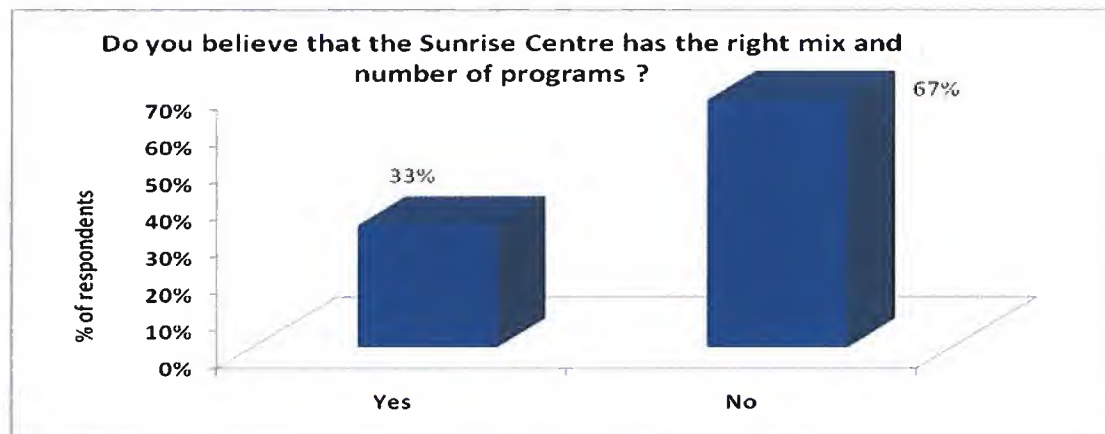
Due to the limitations of the facility, not many outdoor activities are offered. Programs that include sports and physical activities would be beneficial to the clients. However, it has been reported by the Director of Sunrise that clients do participate in basketball, aerobics and walking activities.

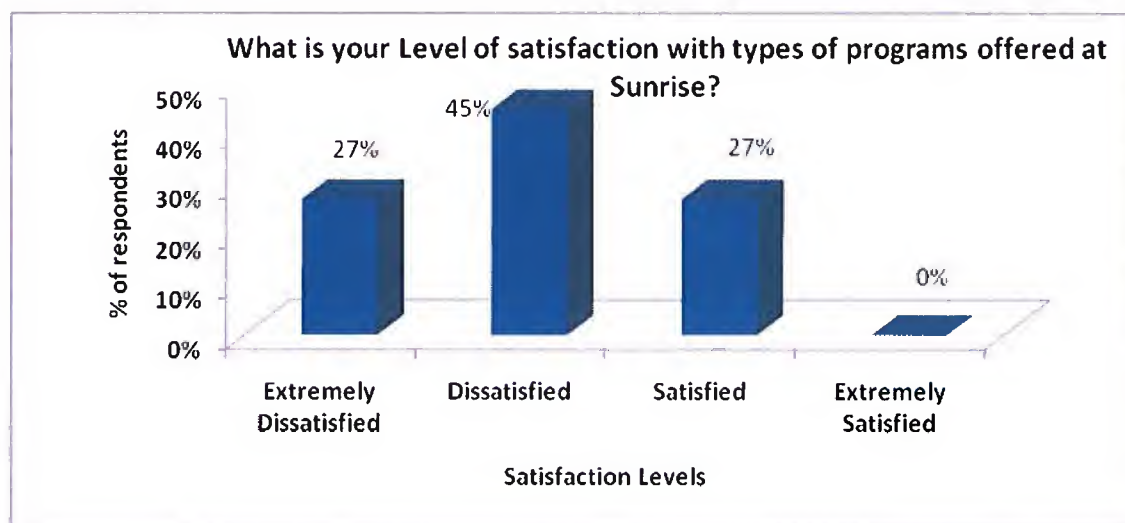
4.2.6 Insufficient access to Occupational Therapy programs

As there is only one (1) Occupational Therapist on staff, clients do not have adequate occupational therapy sessions. According to the Director of Sunrise, one (1) client pays for private Occupational Therapy sessions, but most cannot afford this.

4.2.7 Survey results

The graphs below are a representation of the survey responses to questions relating to programs at Sunrise.





4.3 Current State Analysis – Specialists and Therapists

The section below details key themes and findings regarding the current state for 'Specialists' at Sunrise.

4.3.1 Staffing

There are currently fourteen (14) individuals on staff to provide direct support to the fifty-seven (57) full-time and part-time clients of Sunrise. The number of staff indicated has shown to be insufficient in providing support services to the clients in particular during periods when staff members are out sick. Clients are unable to receive their planned programs in these instances and are either assimilated into other programs (i.e. gym activities, music playing, computer training) thus creating much larger groups where staff are unable to provide individual support / attention, or clients are gathered into a common area to watch television and are again unable to participate in planned developmental programs.

The currently filled staffing positions providing support to the clients at Sunrise are as follows:

Occupational Therapist (1)

Assistant Occupational Therapist (1)

Special Support Aide / Bus Warden (2)

Adaptive Living Specialist (3)

Assistant Adaptive Living Specialist (1)

Adult Protective Service Worker - Vocational placement (1)

Assistant Adult Protective Service Worker (1)

Bus Driver (2)

Bus Warden / Cleaner (1)

Receptionist (1)

4.3.2 Training

There are currently only three (3) staff members with collegiate level education at Sunrise, and other staff members have been hired without the requisite knowledge, skills, and certifications required to adequately assist persons with disabilities. There are currently no formal training programs in place to acquaint staff with the correct methods required in providing support and care to the clients at Sunrise, and as a result no refresher training on new international methods available to provide care to persons with disabilities. One of the examples cited during the interviews and focus groups indicated that bus drivers need to be properly trained on the correct methods for assisting clients with mobility needs in and out of the buses.

The current staffing qualifications for the related specialist areas that are available to support clients at Sunrise are as follows:

Specialist Area	Qualification/s
Psychological Testing	B.A. Psychology, B.Ed. Special Ed.
Life Skills	Child Care Nursing / High School
Life Skills, Computer, Swimming	High School / Working on GED
Adaptive Equipment	B.Sc. Occupational Therapy
Vocational Placement	B.A. Counselling
Transportation / Occupational Therapy	High School
Physical Education	High School
Vocational Placement	Associate Degree Social Studies, Counselling Certification

4.3.3 Role definition

In addition to the lack of training and requisite skills for staff there is also a lack of clear definition of the various support roles they are required to perform. Responses to our interviews indicated that job descriptions are available for the various roles, however feedback obtained from the staff at focus groups indicated that they are quite uncertain about the level and type of support they are required to provide to clients due to their varying levels of needs.

4.3.4 Specialist roles

In reviewing the list of disabilities being serviced at Sunrise, it has been noted that there are currently twenty five (25) clients requiring speech therapy, and twenty one (21) clients requiring physical therapy with the occupational therapist.

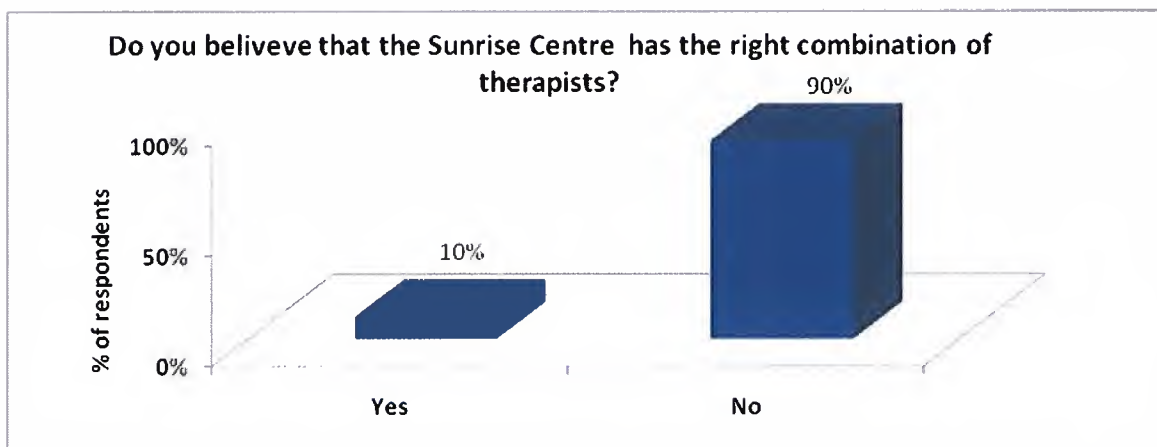
Currently there is one (1) occupational therapist on staff with an assistant, to provide physical therapy to the twenty one (21) clients requiring support. As these clients may require daily therapy, the number of specialist roles is currently inadequate to support the needs of this group. In addition, there is currently no speech therapist on staff, however a visiting speech therapist visits Sunrise a few hours per week.

Due to the varying disabilities of the clients and their use of medications on a daily basis to support their disabilities, there is a need to have a qualified nurse or medical practitioner on staff as feedback from the staff focus groups indicated that in the past they have experienced clients fainting and having seizures and staff do not feel that they have been provided with adequate training to provide the type of assistance the clients may require in these instances.

Additionally, the Director, Deputy Director and Adult Protective Service Worker (Vocational Placement) at Sunrise currently spends time on the phone corresponding with counsellors with the clients in the event of personal issues that trigger emotional events. According to numerous stakeholders, there is currently a need for a dedicated counsellor on staff to support the emotional needs of the clients.

4.3.5 Survey results

The graphs below are a representation of the survey responses to questions relating to specialists and therapists provided at Sunrise.



The following comments and suggestions were recorded for the questions above:

"Absolutely not –There are far too many clients for only one PT to deal with. Aides are filling in for therapists and this is unacceptable. Suppose they injure my child because they don't really know what they are doing. Fair warning – it better never happen or there will be a lawsuit" – parent of client at Sunrise.

"They are not certified by local standards – no improvements to clients" – guardian of client at Sunrise.

"All teachers should be qualified special education teachers. All therapists should be properly qualified therapists with degrees and 3 years experience working with disabled people. Administrators should handle staff instead of staff handling them. As it is now Sunrise is nothing more than a daycare centre for my child. The outings are good, but the clients should be learning SOME-THING during their days at the centre. Where is the music, arts, life skills and computer classes that they claim they teach? I never see any evidence of this" – parent of client at Sunrise.

"...staff are not adequately trained, they need to be more patient and stop putting clients to watch TV. Much empathy is needed" – parent of client at Sunrise.

4.3.6 Focus Group Themes and Survey Responses

The responses obtained from both the focus group facilitations and the survey administration showed correlated themes between the staffing, facilities and programs as follows:

Staffing: Common themes - Therapists / Specialists

Survey results:

- Of the responses received from parents of clients of Sunrise, eleven (11) or 92% indicated that Sunrise does not have the right combination of therapists / specialists to adequately serve the needs of the clients.
- Of the responses received from parents of clients of Sunrise, twelve (12) or 86% indicated that Sunrise does not have sufficient number of therapists on staff to adequately serve the needs of the clients.

Focus Group feedback:

- Client focus group – Insufficient staff/teachers (would prefer one-on-one training)
- Parent focus group – Need additional specialists with training, and need speech therapist stationed at Sunrise.

Facilities: Common themes - Space & Equipment

Survey results:

- Of the responses received from parents of clients of Sunrise, thirteen (13) or 100% indicated that Sunrise does not have adequate space to serve the needs of its clients, both now and in the future.
- Of the responses received from parents of clients of Sunrise, ten (10) or (83%) indicated that Sunrise does not have equipment that is comparable with international standards.

Focus Group feedback:

- Employee focus group – Current facility is overcrowded and rooms are too small, hallways are too narrow (clients have difficulty moving around especially those using wheelchairs). Computer room needs space with more special needs specific equipment.
- Parent focus group – Layout of the facility is not ideal to allow clients to move around easily.

Programs: Common themes – Types & Number / Volume

Survey results:

- Of the responses received from parents of clients of Sunrise, ten (10) or 76% indicated that they are not satisfied with the types of programs being offered at Sunrise.
- Of the responses received from parents of clients of Sunrise, nine (9) or 69% indicated that they are not satisfied with the number of programs being offered at Sunrise.

Focus Group feedback:

- Employee focus group – Need a proper life skills program and curriculum. Sunrise has no plan, curriculum, progress reporting, training, and no personal client plans.
- Parent focus group – Need more programs at Sunrise. There is no real curriculum – they keep promising ASDAN. Progress measurement – assessment measures aren't really in place for adults and are not tracked as clearly as they are at the Lighthouse School.

5. Best Practices

5.1 Definition

In defining the term 'best practice', the definitions which can be applied universally across all sectors include the following:

*"a technique or methodology that, through experience and research, has proven to reliably lead to a desired result"*⁶;

*"the winning strategies, approaches, and processes that produce superior performance in an organization. A best practice is the by-product of a successful end-result"*⁷; and,

*"the methods and achievements of the recognized leader(s) in a particular field"*⁸.

The application of these definitions to adult training centres for persons with disabilities yielded a number of successful approaches to the operational management of these facilities, and as a result, such approaches are regarded as 'best practice'.

5.2 International Benchmarks of Adult Training Centres for Persons with Disabilities

The best practice approaches to the operational management of adult training centres for persons with disabilities are shown to enhance the development and quality of lifestyle of the clients using these centres, and can serve as models for a new adult training centre for persons with disabilities in the Cayman Islands.

Adopting a best practice approach to the implementation of a similar facility will require investment in three main areas:

- **Infrastructure** – the physical structure, size and layout of the facilities and the type of equipment provided for use by the clients for developmental and rehabilitative purposes;
- **Programs** – the learning curriculum that focuses on ongoing development and supports progress reporting of the clients;
- **Resources** – the combination of skills and specializations by the staff of the facility to adequately support the various needs of the clients.

⁶ www.tjiss.net/glossary_b.html, accessed 2005-10-10, Tribal Justice Information Sharing System

⁷ www.portfoliostep.cpm/390.1TerminologyDefinitions.htm, accessed 2005-10-10, 390.1 Glossary Terms and Definitions from the Portfolio Management Framework.

⁸ www.et.teiath.gr/tempus/gloassary.asp, accessed 2005-10-10,

Investment in these areas has shown to improve the quality of lifestyle as well as to effectively serve the developmental needs of the clients of these centres.

One characteristic feature of the benchmark facilities researched for this project was that they serve as non-profit organisations for adults with developmental disabilities. A non-profit organization allows the community to become involved in the facility. Volunteering at designated non-profit facilities is also often an attractive option to the private sector, as this enhances a business's corporate image in terms of social responsibility and may also lead to government incentives.

The benchmark facilities reviewed are as follows

- **Lambs Farm**, located in Libertyville, Illinois, USA
- **Ongwanada**, located in Kingston and Eastern Ontario, Canada

In researching the operational management of the benchmark facilities indicated above, the aspects of the facilities that can be used to assist in effectively structuring a successful facility in the Cayman Islands include the following:

5.2.1 Organisation Structure

The structure of these facilities allows for focus to be placed on the various services that are required by the clients of the facility. Although on a much larger scale than what is required for a facility in the Cayman Islands, the organisational structure of the Ongwanada facility (supports 600 clients), has clearly defined departments to focus on supporting the varied needs of the clients at the facility. However, it is important to note that based on the two (2) benchmark facilities reviewed, different roles may be required for a profit generating organisation versus a non-profit.

Some of the service areas researched at the Ongwanada facility that can be applied to structuring a facility in the Cayman Islands include:

Administrative and Community Services

This department headed by an Associate Executive Director, oversees the human resources and support services functions.

Finance and Support Services

This department headed by an Associate Executive Director, oversees the financial services, nutritional services, and radiology services functions.

Planning and Vocational Services

This department headed by an Associate Executive Director, oversees the community and vocational services, community and social services, client information coordination, psychological services, and community behavioural services.

Residential and client services

This department headed by an Associate Executive Director, focuses on services to more than twenty (20) community residences.

The overall structure is headed by an Executive Director, and is managed by a volunteer Board of Governors. In order to support a facility that is structured to focus directly on the varying needs of the clients at the facility, disability specializations, along with the requisite staff qualifications and skills are instituted to ensure high standards of care at the facility. Some of the specialist areas researched at the Lambs Farm facility that can be applied to an adult training centre in the Cayman Islands are as follows:

5.2.2 Specializations and staff qualifications

The availability of specialists at these facilities is a significant factor that contributes to the development of the clients, and assists with servicing the individual needs of clients with varying disabilities. The following are specialist areas that contribute to the enhancement of the services being provided at the facility:

Developmental Specialists

Developmental specialists assist in the implementation of fundraising goals and strategies. This includes processing of donations and acknowledgement letters, assists in special events planning and implementation, and organizes and maintains central filing system. This is a highly visible position that interfaces with individuals inside and outside the facility and requires high energy level, excellent oral and written communication skills, time management skills to coordinate multiple projects at once, and can successfully solicit funding from foundations in the Cayman Islands.

Behaviour Specialists

This specialist is responsible for the design and implementation of behaviour programs, monitoring the status of behaviour programs, and training all staff to implement the behaviour programs. The qualifications required for this position includes a bachelor's degree in psychology, social work, education or related field with a minimum of one year of experience working with persons with disabilities. Previous behaviour program management experience is preferred.

Health Services Specialists

This specialist is responsible for the transportation of clients to/from medical, dental and ancillary appointments as well as other community locations. The specialist communicates to the health practitioner the needs of the clients and reports health appointment outcomes. The specialist must be able to physically assist clients when required. The qualifications required for an assistant in this area includes: High school diploma or equivalent, basic computer skills, valid driver's license.

5.2.3 Programs / Services

In addition to the structure and specializations required at the facility, the programs or types of services provided to clients are a main component in ensuring clients are receiving a progressive and successful experience at the facility. The programs / services researched that can be tailored to a similar facility in the Cayman Islands include the following:

Residential Services

A variety of residential options allows the clients varying levels of autonomy to suit their individual needs and lifestyles. Some of the residential options provided to special needs clients at both the Lambs Farm and Ongwanada facilities include:

- **Campus Group Homes:** residents of the campus group homes learn community living skills in a supportive environment. Housekeeping and meal preparation tasks are shared among housemates with staff support.
- **Individual Apartments:** To support independent living in a campus style environment, individual apartment units that include kitchen, living area and bedroom are provided.
- **Community Residences:** Clients desiring a more independent lifestyle off campus reside in homes within nearby communities. These residences receive support from staff and have access to services.

Day Support

This program is available to residential and community clients who are twenty one (21) years and older. The program provides client-centred activities to ambulatory and non-ambulatory individuals with varying degrees of nursing, physical and behavioural needs. Daily activities are scheduled for this group include the following: hydrotherapy, physiotherapy, integrated community outings, sensory simulation and activities for daily living.

Skills Training

The skills training area offers basic skills training in daily living activities, communication, socialization, environmental awareness, and physical education. Activities emphasize community integration and

accessing generic services. Training is provided to adults with severe developmental disabilities with a dual diagnosis (developmental disability accompanied by a psychiatric disorder).

Social Work Services

Social workers provide assessments and counselling to clients and families as well as referrals to appropriate services or agencies. In consultation with the client and family they can coordinate admissions and discharge, discuss placement and programming options, and contribute as part of an interdisciplinary team to individual planning.

Vocational Services

The services provided in this area include individual placement, employment solutions consulting, and supported employment programs that provide training and support for clients seeking and securing successful employment in the community. In addition, there are various areas within the vocational services group as follows:

Career services centre – This centre operates as an employment agency for all placements and is the hub of Vocational services. Career counselling, assistance in filling out applications, interview training, and referrals to work skills classes are offered through the Career services centre.

Community employment program – Individual placements in employment programs in the community provide challenging opportunities for the program participants. As a result, employment specialists provide on the job training and follow-along support. Training for employers on working with persons with disabilities is also available.

Campus programs – Vocational training sites for program participants are established to teach skills that are directly related or can be easily adapted to any industry. Training areas include food service, store stocking and maintenance, customer service, shipping and receiving, animal care and food production.

Seniors program – For individuals who are no longer interested in working but wish to remain active, a retirement day program is provided. Activities include current events, arts and crafts, bingo, bike riding and other forms of exercise designed to slow down the effects of aging. The activities are designed to help clients to maintain cognitive abilities.

Psychological Services

This service is a resource for staff, families and caregivers in responding to clients with emotional, psychiatric, behavioural, or learning problems that interfere with quality of life. Individual assessments are conducted and can contribute to the development of a behavioural support plan. Assessments are based on referral questions and may include cognitive functioning, long term planning, behaviour, attitudes, potential skill development, interests and other personality attributes, psychopathology, environmental

factors and relationships. While the department's roles are primarily consultative, counselling is provided to clients both individually and in small groups.

Specialty Clinics – seating clinics

These clinics are conducted annually or as needed to assess and monitor the positioning and mobility needs of individuals who use a wheel chair. The seating clinic team includes a physiotherapist, occupational therapist and wheel chair technician working together with the individual and their caregivers. Custom seating is provided for those requiring special features.

Rehabilitation Services

Occupational therapy and physiotherapy consultation and treatment is provided to clients of the facility as well as others within the community. Specialized services/assessments include hydrotherapy, wheelchair seating, feeding and swallowing, prescribed exercise and positioning programs, mobility and prescription aids, activities of daily living, environmental modification and sensory stimulation. Consultation is also provided to staff regarding back care as well as lifting and handling techniques.

Respite Care

This service is provided on weekends to provide parents and other caregivers with occasional reprieve from their responsibilities. In addition, respite care is also provided in homes throughout the community during the week, and with host families.

Community Behavioural Services

A unique curriculum developed to teach individuals with developmental disabilities about relationships, sexuality, emotions, and social skills. Clients can progress three levels: Understanding Myself and Others (Basic), Responsible Sexuality and Personal Safety (Intermediate), and Decision-Making, Safety and Relationships in Society (Advanced). Parents and caregivers are closely involved in this process. This is an educational program and does not provide counselling or treatment for problematic sexual behaviours.

Nutritional Services

These services are provided by the resident dietician who assesses the nutritional requirements of each client as well as develops and monitors individual dietary plans for optimal health. Guidance is provided on menu planning, feeding techniques and food preparation and is offered to clients and caregivers at healthy eating clinics. Challenges faced by individual clients due to their disabilities are reviewed and addressed. The team providing these services include the dietician, the client's counsellors, an occupational therapist, psychologist and social worker.

5.3 Summary

Although these best practice options for persons with disabilities are applied to much larger facilities than what may be necessary for the Cayman Islands, it is important to keep in mind that all of these types of facilities are serving the developmental needs of persons with disabilities in a community environment outside of their homes. Operating a facility that has a focused approach on delivering quality services to its clients as highlighted in the best practice facilities indicated has helped the clients to learn daily living skills, physical wellness and development of lifelong interests, as well as dealing with social issues and work skills to help support their continual development.

6. Recommendations

6.1 Overview

In our review of the data obtained through surveying, interviews, focus group feedback and understanding best practices of the operational management of adult training centres for persons with disabilities, we propose two options for the implementation of a new adult training facility for persons with disabilities which will focus on providing services to adequately support the needs of the clients attending the new facility.

It is important to note that these recommendations are based on insight from analysis of best practices at international facilities for persons with disabilities. In addition, the Ministry's objective of identifying the critical requirements for a new adult training facility were also taken into consideration in the formulation of these recommended facility options.

Deloitte believes that the following recommendations have significant potential towards the development of an adult training facility for persons with disabilities in the Cayman Islands.

6.2 Options Generation

Option 1: Village Living Approach

The village living option allows the clients the ability to interact with various support centres located throughout the Cayman Islands in order to participate in a varied number of services and programs offered by these support centres, including private clinics, and coordinated through a main central facility. The aim of the village option is to allow clients and caretakers the flexibility of gaining access to various facilities and programs, and may also alleviate the concerns of distance travelling for clients to one central facility as support centres may be located throughout various districts in the Cayman Islands.

The village living option has a central coordination centre that houses the main administration centre responsible for coordinating the clients' access to the various services and programs being provided at different facilities with which it has an established relationship. Individual assessments will be conducted for clients at this main centre and progress reporting programs will be developed and reports will be requested from the various support centres.

In addition, the central coordination centre will house a resource centre / facility that will provide the following services:

- **Day support service** - this service is provided to adult clients who are ambulatory and non-ambulatory with varying degrees of physical and behavioural needs. Daily activities are scheduled for clients including hydrotherapy, physiotherapy, community outings, sensory stimulation and activities of daily living.
- **Nutrition services** - provided by a dietician and offered to clients and caregivers to assess the nutritional requirements of each client and develop dietary plans based on their individual needs. The dietary plans developed will be distributed to the various support centres with which the client interacts. Guidance on menu planning and food preparation will also be offered to the clients and caretakers.
- **Psychological services** - resource program provided to staff, families and caregivers in responding to clients with emotional, psychiatric, behavioural, or learning problems that impact the quality of life.
- **Rehabilitation services** - occupational and physiotherapy consultation and treatment will be provided to clients registered at the centre and also to others within the community. Specialized service / assessments may include hydrotherapy, exercise and positioning programs, mobility and prescription aids, and activities for daily living.

The support centres are referred to as a village living setting due to the support provided through various homes and facilities throughout the community. The support centres that would be included in this village living setting are as follows:

- **Residential Respite Care** - This facility is within a location that is structured in a home setting, and would provide parents and other caregivers with an occasional reprieve from their responsibilities. The scheduling and administration of the clients to this facility will take place at the central coordination centre with the actual service being provided at the home facility.
- **Home Share** - This support centre provides a service where host families share their home with an adult with a developmental disability. The scheduling and administration of the clients to this facility will take place at the central coordination centre with the actual service being provided at the home share location.

- **Group Homes** - At this facility, clients will learn community living skills in a supportive environment. Housekeeping and meal preparation responsibilities are shared among the housemates with staff support.

Option 2: Campus Living Approach

The campus living option allows the clients the ability to live, work and interact with other clients within a campus setting. A central administration and coordination centre will conduct initial assessments, coordinate programs, and track the clients' progress through reporting provided by the various service centres within the campus facility.

In addition to the central administration centre, the campus facility will include a residential services centre which will coordinate and provide a variety of residential options for clients based on their individual needs. The types of residential services provided can include the following:

- **Campus group homes:** Residents of the campus learn community living skills in a staff supported environment, where responsibilities such as housekeeping and meal preparation are shared among the housemates.
- **Individual apartments:** individual apartment units complete with kitchen, living area and bedroom are provided to clients requiring independent living in a campus environment.
- **Community residences:** located in nearby districts, provides residence living to clients requiring independent living off the campus facility. The clients receive support from the campus staff and have access to the services provided at the facility.

Additional service centres or departments located on the campus site which will provide the required services and programs for clients include the following:

Day Support Centre - provides daily scheduled activities that include physiotherapy, sensory stimulation and activities for daily living. Classes are centred on supporting the clients' personal goals, social and work issues and hobbies.

Rehabilitation Centre - offering occupational and physiotherapy and treatment to campus clients and well as others within the local community.

Vocational Services Centre - offering individual placement, employment solutions, and supported employment programs.

Social and Recreational Services Centre - offers clients the opportunity to learn daily living skills, physical wellness and development of lifelong interests. Recreational activities may include use of a

gymnasium and physical fitness centre. Social activities may include clubs and group outings, choir, hobby clubs and field trips.

Psychological & Community Behavioural Service Centre - provides assessment of the clients which can contribute to the development of a behavioural support plan. A curriculum may be developed by staff to teach small classes of clients about relationships, sexuality, emotions and social skills. Clients can progress through three levels – Basic (Understanding myself and others), Intermediate (Responsible sexuality and personal safety), and Advanced (Decision making, safety and relationships in society).

Option 1: Village Life	Option 2: Campus Living
Advantages	Advantages
Outsourcing functions (i.e. Respite Care) to other facilities providing similar services on-island.	All client activities (living, working, developmental programs and activities, and social / recreational activities) are located in one campus type facility. Allowing clients a more independent lifestyle.
More cost effective option in terms of initial investment to develop infrastructure to house the variety of service areas as the current facility can be used.	Campus center allows more interaction of clients with each other through social, vocational and learning activities on a daily basis. Allowing clients become more acquainted with and comfortable among other clients.
Allows the clients greater interaction with the general community.	Departments dedicated to specialized services will allow clients greater periods of time with the specialists required. (i.e. Speech Therapy, Occupational Therapy)
Alleviates concerns of not having a centralized location as client can be accommodated at various facilities throughout the districts.	Campus location could be placed in a central location near to emergency services (Fire, Hospital etc) thus curtailing the clients travel time from various districts.
A Central Administration Centre responsible for and focused on coordinating client assessments, progress reporting and scheduling with the other facilities versus responsibility of coordinating client administration services as well as the coordination of daily services / programs.	
Client support provided by staff at the main central administration centre as well as staff at the various outsourced facilities – therefore offering a wider range of support to the clients.	

Disadvantages	Disadvantages
Clients will have to become acquainted with a greater variety of staff and various locations depending on the service they require.	More capital required at start up for development of campus infrastructure.
More staff will be required for this option.	
Greater need to move clients around to locations of specialized services.	

6.3 Identifying Other Needs

This section of the report focuses on potential requirements for a future facility. The information is based on data gathered through interviews, focus groups, surveys and best practice research.

6.3.1 Future Needs - Facilities & Equipment

Location

There was consensus that a future location should be closer to the amenities that George Town offers including but not limited to the George Town Hospital, Dental Clinic, emergency services etc. At present some clients travel for two hours on the bus to reach Sunrise.

A live-in facility and/or respite care facilities is needed and these could potentially be in the outer districts if a decision was taken to select the "*village living*" approach.

Infrastructure

Universal Design should be considered in the design of the facility. Universal Design is an approach to the design of all products and environments to be as usable as possible by as many people as possible regardless of age, ability or situation. The seven principles of Universal Design should be taken into account:

1. Equitable Use;
2. Flexibility in Use;
3. Simple and Intuitive Use;
4. Perceptible Information;
5. Tolerance for Error;
6. Low Physical Effort; and,
7. Size and Space for Approach and Use.

More specifically the facility should be a spacious flat structure with wide hallways. The design needs to be created with special needs clients in mind and needs to be easily accessible for people in wheel chairs. Handrails are necessary – not all clients/potential future clients are and/or will be independently mobile.

Necessary amenities/facilities include:

- Private rooms that are dedicated to specific uses – e.g.: therapy/ counselling;
- Spacious gymnasium where clients can move around easily and use equipment;
- Patio and/or outdoor recreational area and basic sports equipment;
- Indoor swimming pool for hydrotherapy;
- Training rooms that are dedicated to specific uses – art studio, music room, library, computer room with adaptive input devices etc.;
- Adequate restrooms that are accessible for people with disabilities and people in wheel chairs and with shower/bathing facilities;
- Dedicated administrative area with offices, filing space, meeting facilities;
- Life skills area that is fully equipped with training equipment such as beds, kitchenette, dining area;
- Sensory room;
- Covered driveway / garage area;
- Adequate storage space;
- Outside area for agricultural activities;
- Infirmary with full-time nurse - or medical centre;
- Dedicated vocational department; Chairs and tables that are specifically for people with disabilities and in wheel chairs; and
- Security cameras.

Recommended rehabilitation equipment includes:

(Note: This information was provided by the current Occupational Therapist at Sunrise Training Centre)

Treatment equipment

- ✓ 10 ft standard size parallel bars;
- ✓ Posture mirrors;
- ✓ Activity Table with cut-out; and,
- ✓ Adjustable mat platforms.

Splinting tools

- ✓ Heat gun; and,
- ✓ Rotary punch.

Exercise equipment

- ✓ Standard pulleys;
- ✓ Magnetic resistive exerciser; and,
- ✓ Dumbbell tower rack.

Mobility equipment

- ✓ Gait training belts; and,
- ✓ Foot placement ladder.

Balance training and conditioning

- ✓ Balance beam;
- ✓ Balance disc;
- ✓ Balance paws;
- ✓ Vestibular wedges;
- ✓ BOSU balance trainer;
- ✓ Exercise bands; and,
- ✓ Theraband individual exercise balls.

Respite care and live in facility

There is currently no respite care facility in the Cayman Islands. This service is requested to offer temporary relief to care takers for a few hours or a few days. This is also in keeping with international best practice.

A live-in facility is also required as many of the clients are middle-aged and their care takers are aging. Through interviews and focus groups concern has been expressed, as there is a view that persons with disabilities are a vulnerable class of people who are susceptible to abuse and neglect. It is essential to have a facility which can remove these people from an abusive environment and/or allow them an opportunity to live independently.

6.3.2 Future Needs - Programs

Formal curriculum and individual plan for each client

In order to optimise client progress a future facility should make use of a formal curriculum or training framework that offers measurable progress objectives for each client. The ASDAN framework would allow for this.

Individual client assessments should be conducted and each client should be engaged in a program that is geared towards developing his/her personal skills and reaching his/her individual potential. This will act as both a good measurement tool for administration and motivational tool for clients.

Potential creative programs to be implemented

- Art program;
- Music program;
- Dance program;
- Speech and drama; and,
- Religious classes.

6.3.3 Future Needs - Specialists

Through our research it has become evident that the centre is in need of qualified, trained professionals who have experience working with people with disabilities.

The following is a summary of required personnel at a potential future facility:

- Qualified Occupational Therapists (2);
- Qualified Speech Therapist;
- Counsellors for addressing issues such as anger, grief and/or frustration;
- Qualified Medical Nurse – many of the clients are on daily medication and are also prone to seizures, fits, fainting etc;
- Social Worker – there are often cases of abuse within the homes of the clients;
- Trained Adaptive Living Specialists;
- Vocational Specialists;
- Strong administration who has knowledge of persons with disabilities and is able to implement a curriculum;
- Qualified and trained live-in employees for live-in/respite facility; and,
- Kitchen and cleaning staff - the clients currently clean the centre, although this is an essential element of life skills it should be taught as part of a formal curriculum.

6.4 Demand Forecast

We provide the following forecast as an example of what future demand **could** be. In order to forecast the demand for the services of an adult training facility for persons with disabilities in the Cayman Islands, we completed trend analysis using limited data available and applied a conservative estimate of the percentage of the population classified as disabled persons based on 1999 Census results, and applied

this estimate to the current population level to forecast the demand for the services at this facility as follows:

- Resident population (1999) - 39,020
- Total number of disabled persons (1999) - 1,673 {4% of resident population}

10% of this group (1,673) was used as a conservative estimate to be categorized as persons with disabilities requiring the support of the services provided at an adult training facility. This estimate was used as the term 'disabled persons' was not defined in the 1999 Census report and the number indicated above may have included all persons with disabilities both requiring and not requiring the support services of an adult training facility.

Note: this example is subject to a number of variables and does not serve as a forecast of the possible future disabled population of the Cayman Islands.

Current population estimate (persons with disabilities):

Resident population (2008) - 57,009

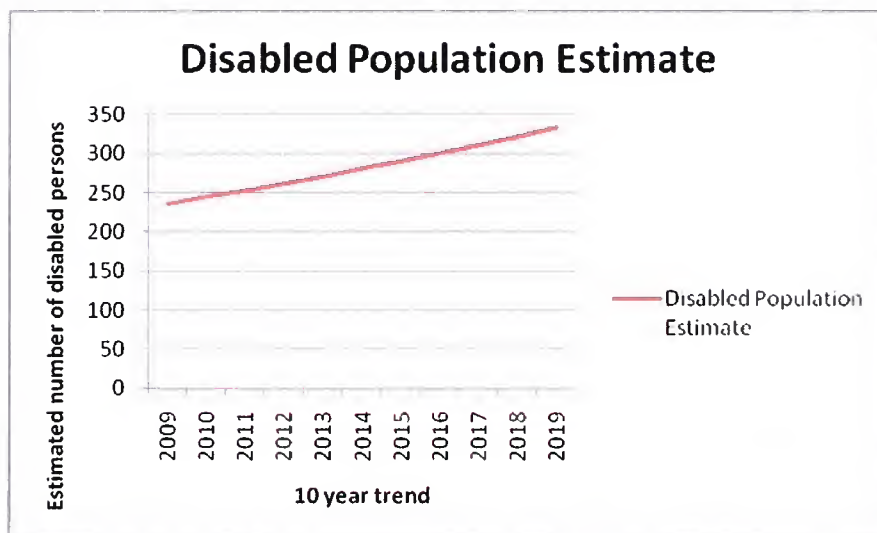
Average growth rate - 3.5%

Estimated resident population (2009) - 59,004

Estimated disabled population as per 1999 census - 4% = 2,360*

Persons with Disabilities 2009 Conservative estimate - 10% = 236

10 year demand forecast:



Disabled population estimate Table:

Year	Population Estimate	Disabled Population Estimate
2009	59004	236
2010	61069	244
2011	63207	253
2012	65419	262
2013	67708	271
2014	70078	280
2015	72531	290
2016	75070	300
2017	77697	311
2018	80416	322
2019	83231	333

Deloitte was unable to accurately determine future demand, however, should the above example be used, a facility for adults with disabilities requiring the support of an adult training facility should be designed to accommodate the needs of 333 persons within the next ten (10) years.

6.5 Additional Considerations

Skills review

Through our research it has become evident that a new facility is required for persons with disabilities in the Cayman Islands, however a new centre will only be effective if it is staffed with knowledgeable, trained professionals who have expertise in the field of caring and developing people with disabilities. If a new centre is built we would recommend that a full organizational review be conducted along with a skills gap analysis of the current staffing complement.

Strategic planning and vision

The new centre would also need to clearly define its strategic objectives and mission and have a clear vision of what it aims to achieve. For example the facility needs to determine whether it is a training centre or a day care facility? Is the centre's objective to groom clients into potential employees who can participate in the workforce or is the goal to provide a safe environment in which to develop socialization and interpersonal skills? If the centre is dual purpose do clients with varying levels of ability need to be separated? Should stricter entrance criteria be established?

Leveraging resources

During our inspection of the Lighthouse School, it became evident that the necessary resources and specialists are available and practicing on island. A future centre should consider sharing resources with the Lighthouse School. We are aware that mixing adults, in large numbers, with children is not a practical solution, but if the adult centre was more centrally located it would be easy to transport individual clients to the site for therapy and/or have specialists from the Lighthouse School visit the future centre.

7. Next Steps

In identifying the needs of persons with disabilities in the Cayman Islands as a precursor to soliciting expressions of interest for the development of a new centre, the next steps required to move towards the implementation of a chosen option are as follows:

1. Project steering committee to review the final report and identify the option that best supports the needs of persons with disabilities in the Cayman Islands and supports the Ministry's requirements.
2. **Considerations for Option 1: Village Living Approach**
 - a. Review of the current services required by the proposed adult training centre and currently being offered in Grand Cayman;
 - b. Research potential locations for development based on Government land and/or buildings available in Grand Cayman; and,
 - c. Identify proposed budget available for implementation of chosen option.
3. **Considerations for Option 2: Campus Living Approach**
 - a. Research potential locations for development based on Government land and/or buildings available in Grand Cayman; and,
 - b. Identify proposed budget available for implementation of chosen option.
4. Creation of Design Brief outlining requirements to be presented to potential investors/ developers. The Chief Officer to discuss development of brief with Deloitte project partner.

8. Appendices

Appendix 1: Ongwanda – Facilities, Programs & Specialists

Appendix 2: International Benchmarking Data Sources


Appendix 3: Implementation plan for ASDAN programmes at Sunrise Training Centre (provided by Clive Baker - Head of Schools Curriculum)

Appendix 4: Sunrise Adult Training Centre survey

Appendix 5: The Lighthouse School survey

Appendix 6: Internal and External stakeholder interview questions

Appendix 1: Ongwanada – Facilities, Programs & Specialists



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- School Program for Adults
- Skills Training
- Social Work
- Specialty Clinics

Crescent Community Services

Located at 114 Wright Crescent in Kingston, Crescent Centre offers adults the opportunity to engage in meaningful activities of their choice. Activities can be vocational (i.e. employment) or non-vocational (i.e. leisure, arts, volunteering). The emphasis is on community integration, and generic services are accessed wherever possible.

Eligibility: Open to adults eighteen years of age or older with developmental disabilities who are interested in pursuing vocational or non-vocational goals.


Area served: Kingston and area.

Hours: Weekdays 8 a.m. to 4 p.m.

Referrals: Accepted from all sources including families, self, other agencies and advocates. Referrals within Ongwanada are made through the Individual Support Plan.

Waiting period: Because of the demand for this service, potential clients are encouraged to place their name on a waiting list while still attending school and before reaching the age of 18. The status of individual referrals can be obtained from Karen Menzies, Turner Coordinator, Vocational and Community Services.

For more information about this program, please contact Ongwanada's Intake Coordinator at 613-548-4417 ext. 3314.





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- Community Living With Ongwanada
- Crescent Community Service
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- Homeshare
- Kinsmen Rehab Centre
- Laboratory
- Living With Others
- Nutrition Services
- Pharmacy
- Psychological Services
- Regional Treatment Home
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Kinsmen Rehabilitation Centre

The centre offers occupational therapy and physiotherapy consultation and treatment to clients from Ongwanada as well as in the community. Specialized services/assessments include hydrotherapy, wheelchair seating, feeding and swallowing, prescribed exercise and positioning programs, mobility and prescription aids, activities of daily living, environmental modification and sensory stimulation.

Services: are offered out of the Ongwanada Resource Centre on Portsmouth Avenue, in individual homes, schools and day program areas. Consultation is also provided to staff regarding back care as well as lifting and handling techniques.

Services: are open to all Ongwanada clients as well as community clients with a developmental disability. A physician's order is required for community, clients and community clients must pay a minimal fee to access these services. The program hours run Monday through Friday from 8:00 a.m. to 4:00 p.m.

For more information about this program, please contact Ongwanada's Intake Coordinator at 613-548-4417 ext. 3314.

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Psychological Services

Psychological Services is a resource for Ongwanada staff, families and caregivers in responding to clients with emotional, psychiatric, behavioural or learning problems that interfere with quality of life.

The department undertakes individual assessments and can contribute to the development of a behavioural support plan. Assessments are based on referral questions and may include cognitive functioning, long term planning, behaviour, attitudes, potential skill development, interests and other personality attributes, psychopathology, environmental factors, and relationships.

While the department's role is primarily consultative, counselling is provided to clients both individually and in small groups. Psychological services is also active in training graduate students and interns in Clinical Psychology.

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- Specialty Clinics

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ONGWANADA

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Skills Training

Located at 114 Wright Crescent in Kingston, the Skills Training Area offers basic skills training in the activities of daily living, communication, socialization, environmental awareness, and physical education. Training to improve skills is provided both individually and in small groups. Activities emphasize community integration and accessing generic services.

Eligibility: Open to adults with severe developmental disabilities including individuals with a dual diagnosis (developmental disability accompanied by a psychiatric disorder). Clients should be interested in pursuing a non-vocational goal.

Referrals: Accepted from all sources including families, self, other agencies and advocates. Referrals from within Ongwanada are made through the Individual Support Plan.

Hours: Weekdays, 8 a.m. to 4 p.m.

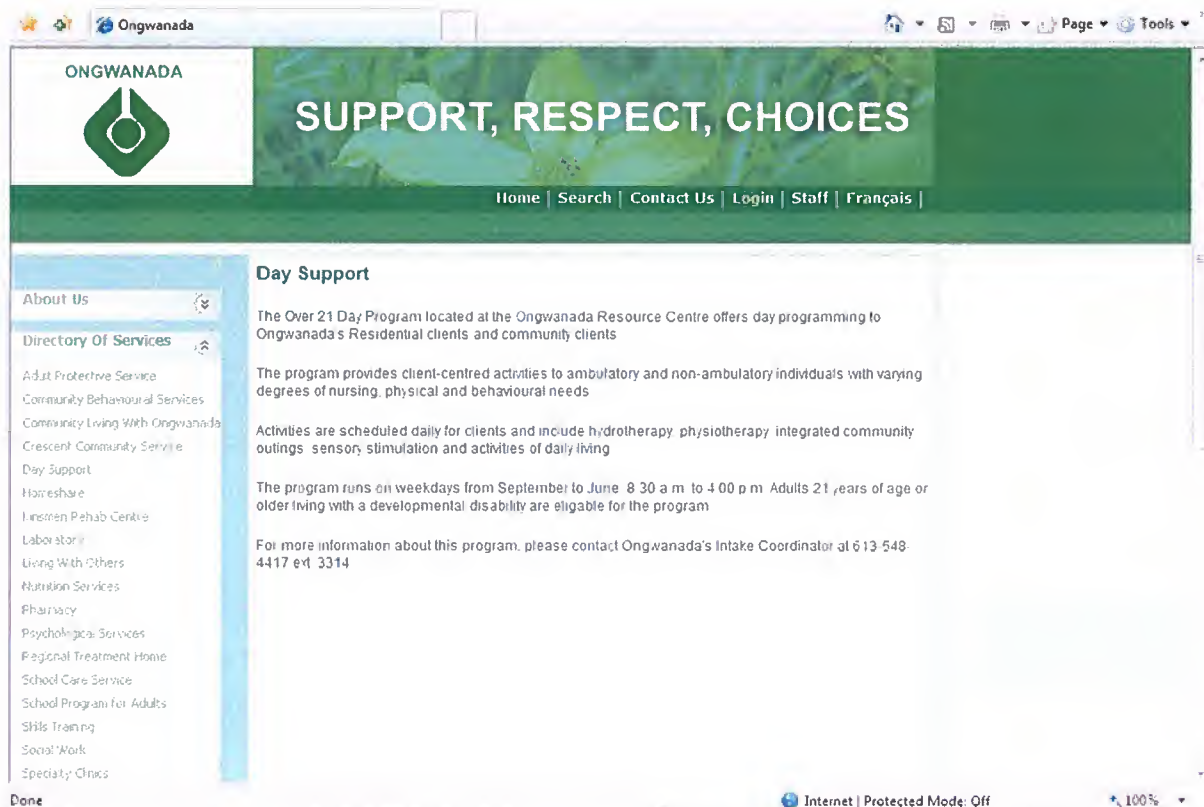
Waiting period: The program has space for thirty-five clients. Because of the demand for this service, potential clients are encouraged to place their name on a waiting list while still attending school and before reaching the age of 18. The status of individual referrals can be obtained from Karen Menzies - Turner, Coordinator, Vocational and Community Services.

For more information about this program, please contact Ongwanada's Intake Coordinator at 613-548-4417 ext. 3314.

Directory Of Services

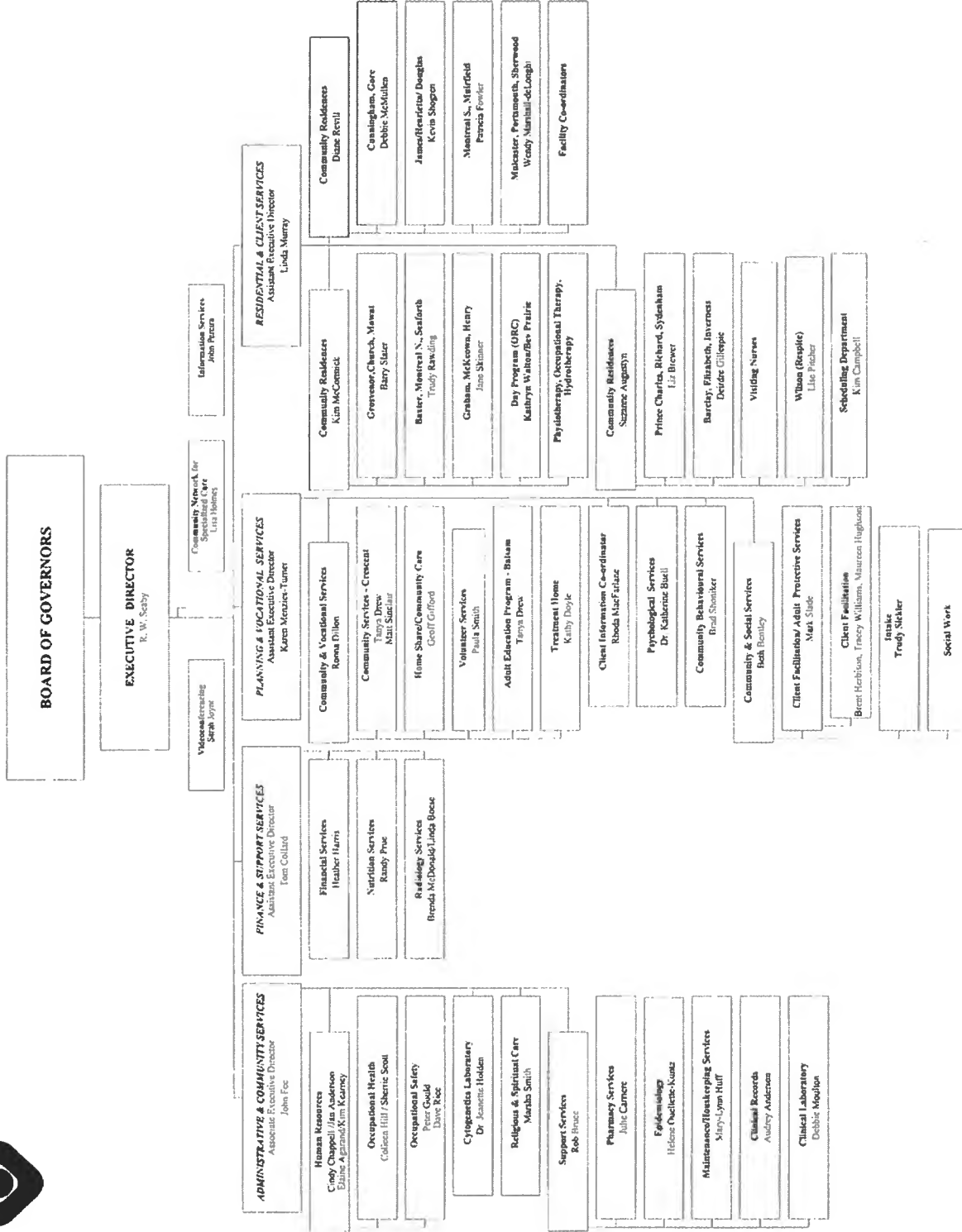
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ONGWANADA ORGANIZATIONAL CHART




Appendix 2: International Benchmarking Data Sources



Lambs Farm - Vocational Services - Windows Internet Explorer

http://www.lambsfarm.org/aboutus/voc_services.html

Lambs Farm - Vocational Services



Vocational Services include Individual Placement, Employment Solutions Consulting, and Supported Employment Programs that provide training and support for those seeking and securing successful employment in the community as well as placement on campus in the business operations or other areas

Career Services Center: The Career Services Center acts as the "employment agency" for all placements and is the hub of the Vocational Services. Career counseling, assistance in filling out applications, interview training, and referrals to work skills classes are offered through the Career Services Center. Located on campus, the center also posts job opportunities and has a computer lab with internet access, fax services and reference materials for those seeking employment

Community Employment Program: Individual placements in community employment provide challenging opportunities for Program Participants. Lambs Farm employment specialists provide on-the-job training and follow-along support. Training for employers on working with individuals placed is also available through our Employment Solutions Consulting Program. Using a team approach, Supported Employment Programs meet the staffing needs of local businesses by providing an enclave of two to eight workers along with a job coach. Job tasks are analyzed, training procedures are implemented, and on-going support is provided by the job coach on-site at the facility. Areas of specialization include janitorial, food service, manufacturing, and shipping/receiving

Campus Programs: The [Lambs Farm campus businesses](#) and other areas serve as vocational training sites for Program Participants and teach skills which are directly related or can be easily adapted to any industry. The business operations offer training in areas including food service, store stocking and maintenance, customer service, shipping and receiving, animal care, and food production. They include the Country Inn Restaurant, Farmyard with Children's Attractions, Pet Shop, Thrift Shop and Aunt Mary's Country Store & Bakery. In addition, campus training is provided through the support services department and administrative offices in such areas as clerical work, janitorial services, and grounds keeping

Seniors' Program: For those individuals who are no longer interested in working but want to remain active, Lambs Farm offers a retirement day program. Participants engage in a variety of activities like current events, arts and crafts, Bingo at the local senior center, as well as bike riding and other forms of exercise designed to slow down the effects of aging. Activities are designed to help individuals to maintain cognitive abilities. The goal of the Seniors Program is to help Participants to have enjoyable and productive retirement years

Vocational Work Center: Located near the Lambs Farm campus, the Vocational Work Center provides training opportunities to individuals who need a more structured work environment. Workers undertake subcontract jobs such as assembly, packaging, sorting, mailing services and more


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Lambs Farm - Specializing in Hand Assembly and Production Services - Windows Internet Explorer

http://www.lambsfarm.org/aboutus/voc_workcenter.html

Lambs Farm - Specializing in Hand Assembly and Production Services

Vocational Work Center



EFFICIENT PRODUCTIVITY
At the Lambs Farm Contract Packaging and Assembly Center, our trained workforce is ready to meet the production and mailing service needs of your business. Whether it's hand assembly, packaging, sealing, or sorting, we guarantee that your project will receive immediate attention and a quick turnaround time. Our detailed procedures include careful inspection of incoming components and outgoing finished products

QUALITY CONTROL
When your business brings a project to the Lambs Farm Contract Packaging and Assembly center, you can expect precise workmanship and a dedication to quality. Our workforce, job coaches, and supervisory staff make sure each project adheres to the highest industry standards. Quality service at a competitive price is a simple goal, but it is a goal we are proud to achieve

IMPECCABLE SERVICE
Our trained workforce and impeccable service have made us a leader in the field of packaging and assembly. Our personal support, dedication, and commitment to quality make us your source to meet your business's production needs

A COMMUNAL WORKSPACE
Our employees work in a clean, safe, communal workspace, because at Lambs Farm Contract Packaging and Assembly, we believe that efficiency and quality are the byproduct of a happy and healthy workforce

OUR SPECIALTIES:

PRODUCTION SERVICES

- Hand Assembly
- Disassembly
- Collating
- Sealing
- Bagging
- Packing
- Sorting
- Stuffing
- Heat Sealing
- Labeling
- Heat Shrinking
- Laundry

MAILING SERVICES

- Label Application
- Folding
- Sealing
- Collating
- Stuffing

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Lambs Farm - Social and Recreational Programs - Windows Internet Explorer
 http://www.lambsfarm.org/aboutus/soc_rec.html

Lambs Farm - Social and Recreational Programs

LAMBS FARM
 Empowering people with developmental disabilities to lead personally fulfilling lives. my cart

about Lambs Farm | businesses & attractions | special events | order our products | how you can help | newsletter highlights | employment opportunities | links to other resources

history | residential services | vocational services
 vocational work center | social and recreational services

Social and Recreational



Social and Recreational services at Lambs Farm focus on helping those served learn daily living skills, physical wellness and the development of lifelong interests

Recreation: Many Program Participants take part in individual and team sports as well as training for the Special Olympics. The Founders Building, located on the Lambs Farm campus, holds a regulation-size gymnasium and physical fitness center. The "Healthy Lambs" and "Healthwise" programs encourage Participants to form good exercise and nutrition habits.

QUEST Day Program: The QUEST Day Program provides opportunities for Program Participants to pursue their personal goals with classes centering on daily living skills, social issues, work skills and hobbies.

Activities: A wide variety of social activities are offered through the QUEST Day Program and other areas at Lambs Farm, including special interest clubs and group outings. Activities include choir, hobby clubs, camping and field trips.

[Click here](#) to find out how to volunteer in this area

847.362.4636
 14245 W. Rockland Road, Libertyville IL 60049
 Located at the intersection of I-94 and Route 176

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[Lambs Farm Website Map](#)

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Appendix 3: ASDAN Project Plan for Sunrise

Implementation plan for ASDAN programmes at Sunrise Training Centre (SRC). Provided by Clive Baker - Head of Schools Curriculum

Introduction

The Award Scheme Development and accreditation Network (ASDAN) is an international accrediting body. It is a not for profit organization, and represents one of the largest cooperatives of educators in the world, operating in many countries. ASDAN programmes already operate at John Gray High school and Lighthouse school. ASDAN programmes utilize portfolio based, competency assessment and certification.

Aims of ASDAN at SRC

- To provide a framework of activities through which personal, social and independence skills can be developed and accredited regardless of the severity of disability
- To promote a culture of success

Rationale

Currently clients at SRC receive no formal recognition for their achievements within the education programme provided. ASDAN will enable clients to receive accreditation for their successes and will enable progress within the programme to be measured. ASDAN programmes, by nature of the portfolios produced will also enable evidence collation and record keeping to be enhanced. It will also provide a focus for further training of both clients and staff.

Implementation

- The programme will be implemented for all clients
- The clients will all start on the Towards Independence programme – taking the mandatory starting out unit (which is personal portfolio) and the unit Everyday Living
- They will progress through at different rates according to needs and will then be offered a further challenges reflecting personal choice, resources available, and appropriate challenge
- Start of implementation May 1st 2009

Monitoring and Evaluation

- SRC will be registered with ASDAN and will conform to its published guidelines on monitoring and evaluation in the scheme handbook
- Mrs. Bonnie Moxam will be the ASDAN coordinator, Assistant coordinator

- The whole staff team will meet weekly to discuss client progress in the scheme
- A weekly timetable of the clients programmes will be published
- A portfolio of evidence will be continuously assembled and stored at the centre

Stakeholder involvement

- Parents and Guardians have been very supportive when initially contacted. Further meetings need to be scheduled to enable them to give their opinions on implementing ASDAN programmes
- Assuming we have their support and implantation occurs regular meetings to feed back on client progress and share portfolios will be scheduled

Initial materials required for each client

- Registration forms
- Ring binders (3 hole)
- Sheet protectors
- Subject dividers
- Student workbook – starting out
- Student workbook – Everyday Living
- Stickers showing level of support

Materials for centre

- Digital camera
- Video camera
- Filing cabinet (x2)
- Printer ink
- Teacher manual

Support

Local expertise is available at Lighthouse school, particularly Mrs. Olga Gourzong and Ms Carolyn Powell. Mr. Clive bake at the DES and Mr. Nat King at JGHS are also ASDAN trainers

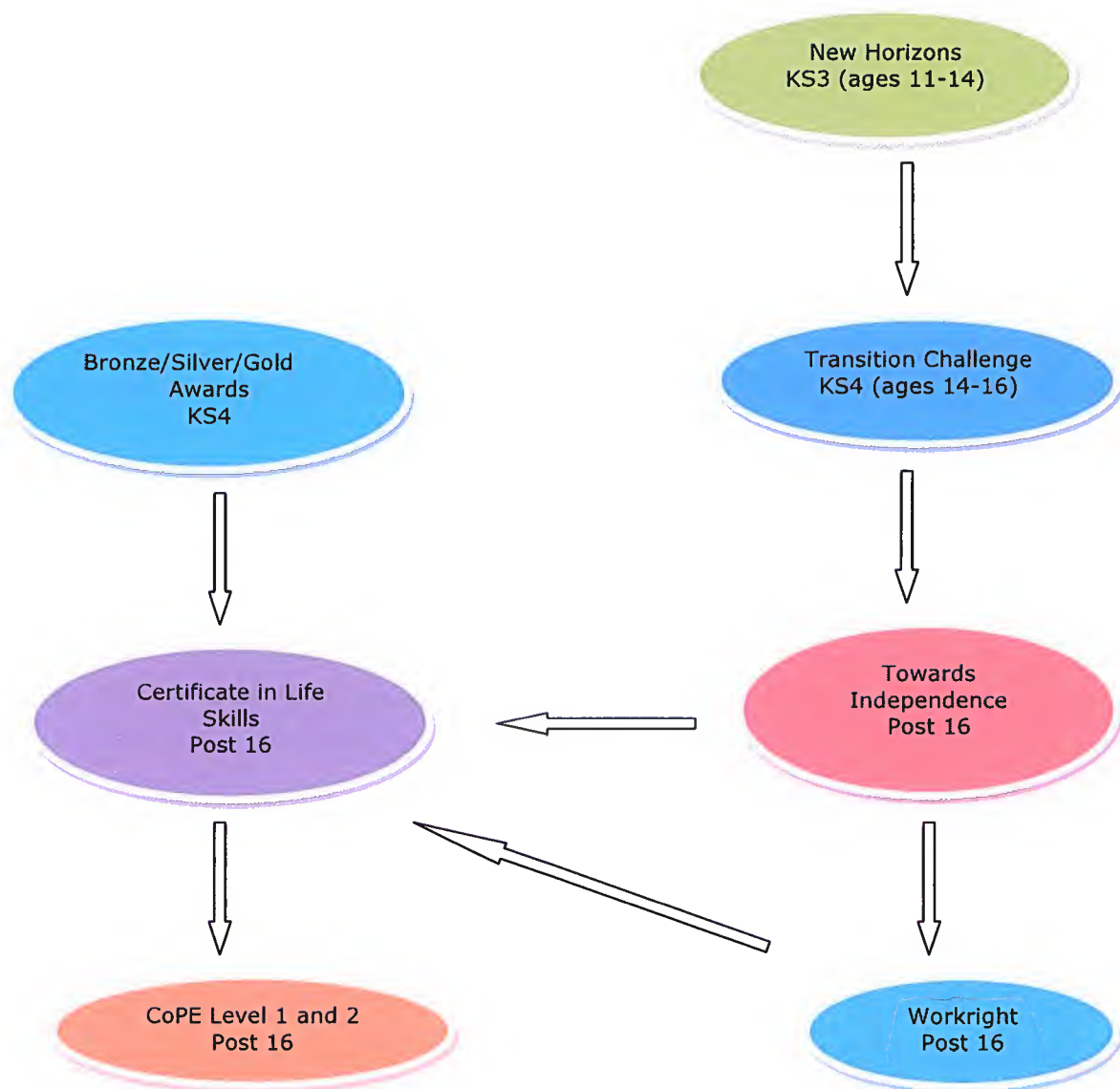
Overseas support is available through the ASDAN network – our nearest centres are in Jamaica and we have existing links with centres in the UK.

It is strongly advised that, after some months of implementation, that we bring over an ASDAN trainer from the UK. The trainer would be available as a resource for ASDAN programmes for SEN clients across the continuum of care.

Draft Timeline 14/02/09

Activity	Deadline	Who is involved	Outcome	Resources required
PHASE 1				
Implementation plan	25/2/2009	Clive Baker, Brent Holt, Roberta Gordon, SRC staff	Clear strategic plan for implementation	Time, copying Minimal cost to SRC
Code of Practice	16/2/2009	As above	Clear policies for admissions criteria, IEP policy, criteria for eligibility of provision, health and safety policy, reporting and recording policy	Time, copying Minimal cost to SRC
Supporting policies	1/9/2009			
Staff stakeholder consultation Mapping of modules to SRC programme	2/3/2009	As above	Staff support for TI Published timetable/scheme of work of SRC provision	Time – one day Copying Refreshments
Parent/Guardian stakeholder consultation	3/4/2009	As above	Parent support for TI	Time – one evening Copying Refreshments
Ministries approval	30/4/2009	CO/DCO of METEYS&C and H&HS	Approval of ASDAN accreditation and associated costs	Copying
Centre registration	1/5/2009	ASDAN coordinator	SRC becomes an accredited centre	Registration fees
Start Towards Independence	1/5/2009	SRC staff	Clients are recognized and accredited for their achievements within the ASDAN framework	Time Student materials Copying Transport Tuition (?)
ASDAN training with overseas trainer	30/6/2009	SRC staff, LHS staff	All staff trained in TI	Flights accommodation Per diem
PHASE 2				
Scheme expansion – further module planning, workright, certificate in life skills	1/10/2009	SRC staff	Progression is available within the ASDAN framework according to need	Continued training and support costs
Internal moderation meetings	1/11/2009	SRC staff, Clive Baker, LHS TI coordinator and other LHS staff	File ready for external moderation	Time Copying Refreshments
External moderation meetings	1/12/2009	ASDAN	Portfolios accepted as being complete to a sufficient standard	Postage to UK
Certification	January 2010	ASDAN	Module completion certificates awarded	Cost of certificates

Progression routes within ASDAN for Clients with Special Needs



Towards Independence Overview

What is it?

Towards Independence provides a framework of activities through which personal, social and independence skills can be developed and accredited for those with severe (SLD) and profound multiple learning difficulties (PMLD).

Who is it for?

- Post-16 students (so there is a progression route from Key Stage 4)
- Students with severe (SLD), moderate (MLD) and profound multiple learning difficulties (PMLD)

Towards Independence can be undertaken at schools, colleges, residential homes, day and care centres and across government and private provision.

Structure

Towards Independence will be used to accredit the existing SRC programme, not to replace it. However opportunities may well be found to extend the existing programme by accessing TI modules.

Towards Independence offers formal recognition for small steps in achievement towards a larger goal. Modules can be used separately and accumulated to build a record of personal achievements.

There are almost 50 modules to choose from, and the first of these - Starting Out - is mandatory. This module enables learners to be helped to recognise achievements and plan targets and challenges, which can then be developed through further modules.

The modules can be divided into themes (NB: Many of the modules can fit into more than one themed area).

Creative Studies	Creativity*; Making Pictures; Performing Arts; Photography/Multimedia; Pottery & Ceramics; Printing; Sound, Rhythm & Music*
Independent Living Skills	Everyday Living*; Independent Living; Meal Preparation & Cooking; Money; Using Transport
Cultural	The Environment; Current Affairs; Popular Culture; The World Around Us*; The Wider World
Leisure/Recreation/Sport	Physiotherapy*; Residential Experience Challenge; Sport & Leisure*; Sports Studies; Water Skills; Yogacise; Using Leisure Time
Personal Development/	Knowing About Myself; Citizenship; Relationships; Multi-sensory

Citizenship/PSHE	Experiences*; Coping With People; Getting Ready To Go Out; Getting To Know A Group; Myself and Others*; Self Advocacy; Out In The Community; Recognising And Using Everyday Signs
Work Related	Vocational Training/Experience; Going To College; Horticulture; Personal Safety; Practical Workshop; Using a Computer; Using ICT*; Work Awareness; World Of Work*; Time Management & Self Organisation; Animal Care (including Horse Riding and Stable Management); Business Enterprise

* indicates modules particularly accessible for learners with PMLD.

Additionally, there is an opportunity to record students' achievements by allocating a **'P' Level**/National Curriculum reference to their work, as and when this is appropriate.

ASDAN has also produced additional resources for recording 'P'/Milestone achievements in **Literacy** and **Numeracy**. These might be appropriate for out less challenged clients.

Levels of Support are used to show how the learner has achieved the activity. They show individual progression and differentiation between learners. These are:

- No Help
- Spoken/Signed Help
- Gestural Help
- Physical Help
- Sensory Experience
- Experience Recorded

Assessment

Following internal verification, centres are required to register candidates for external **moderation four weeks** prior to a regional Preparatory Network Moderation Meeting. The meeting provides a forum to receive information on national developments and updates, share good practice and moderate candidates' work.

Progression routes

There are opportunities for progression from Towards Independence to **Workright** or the **Certificate in Life Skills**, an approved Entry Level qualification, at Entry 1. (See above)

How much does TI cost?

Centre Guidance and Resources: £32.90

Starting Out Candidate Folder and book: £5.80

Additional modules: £3.50 each

Candidate certification: £3.90

Appendix 4: Sunrise Adult Centre survey



Ministry of Education, Training and Employment - Sunrise Adult Training Centre Needs Assessment

Created: March 23 2010, 3:14 PM
Last Modified: April 27 2010, 7:06 AM
Design Theme: Basic Blue
Language: English
Button Options: Labels
Disable Browser "Back" Button: False

Ministry of Education, Training and Employment Sunrise Adult Training Centre Needs Assessment

Page 1 - Heading

The Ministry of Education, Training and Employment has engaged Deloitte to conduct an assessment for a potential future adult training centre. We will be reviewing the Sunrise adult training centre as a starting point for the future facility.

Your responses to these questions would allow The Ministry to identify areas of opportunity and/or improvement which can be used to better serve the needs of people with disabilities in the Cayman Islands.

We thank you for your valuable comments and feedback!

Page 1 - Heading

GENERAL

The questions in this section will allow us to obtain a general profile of the various individuals / groups that have a direct relationship with the clients of the Sunrise Adult Training Centre.

Page 1 - Question 1 - Choice - One Answer (Bullets)

Please indicate which of the following categories do you belong to?

- ☐ Client - Sunrise Adult Training Centre
- ☐ Parent - Sunrise Adult Training Centre Client
- ☐ Guardian - Sunrise Adult Training Centre Client
- ☐ Student - Lighthouse School
- ☐ Parent - Lighthouse School
- ☐ Guardian - Lighthouse School
- ☐ Employer of Sunrise Adult Training Centre Client
- ☐ Other, please specify

Please indicate the details of your disability or the disability of the person you have a relationship with at the centre.

- ☐ Cerebral Palsy
- ☐ Speech
- ☐ Mental and Learning
- ☐ Behavioral & Attention Deficit Disorder
- ☐ Autism
- ☐ Blindness
- ☐ Deafness
- ☐ Cayman Cerebellar Ataxia (Cayman Disease)
- ☐ Physical disability
- ☐ Other, please specify

STAFFING (EMPLOYEES)

The questions in this section will allow us to assess whether the level of skills of the staff, and number of staff at the centre are currently providing adequate support to the clients of the Sunrise Adult Training Centre.

Please indicate how responsive is the Centre in providing information and responses to your questions.

P o o r F a i r G o o d E x c e l l e n t

○ ○ ○ ○

From your experience with the Sunrise Adult Training Centre, is there sufficient administrative support at the Centre?

- ☐ Yes
- ☐ No
- ☐ Please provide additional comments to explain your answer.

From your experience with the Sunrise Adult Training Centre, do you believe the Centre has the right combination of therapists / specialists to adequately serve the needs of the clients at the facility?

- ☐ Yes
- ☐ No
- ☐ Please provide additional comments to explain your response.

Page 1 - Question 6 - Yes or No

From your experience with the Sunrise Adult Training Centre, do you believe the Centre has a sufficient number of therapists on staff to adequately serve the needs of the clients at the facility?

- ☐ Yes
- ☐ No
- ☐ Please provide additional comments to explain your response.

Page 1 - Question 7 - Open Ended - Comments Box

Please indicate any gaps you believe there are in terms of the staffing at the Sunrise Centre. (i.e. potential needs for specialists/therapists - please specify the skills these individuals should have)

Page 1 - Question 8 - Open Ended - Comments Box

Please provide any additional suggestions you may have on the staffing complement at the Sunrise Centre.

Page 1 - Heading

FACILITIES

The questions in this section will be used to assess the condition of the facilities and the equipment available for use by the clients at the Centre.

Page 1 - Question 9 - Yes or No

Do you believe that the Sunrise Centre is currently in a safe and convenient location for the users of the facility?

- ☐ Yes
- ☐ No
- ☐ Please include comments to explain your response

Page 1 - Question 10 - Yes or No

Do you believe that the Sunrise Centre has adequate space to serve the needs of it's clients, both now and in the future?

- ☐ Yes
- ☐ No
- ☐ Please provide additional comments to explain your response.

In your opinion, is the centre generally clean and well maintained?

- Page 1 - Question 12 - Yes or No

Do you feel that the equipment at the Centre is comparable with international standards for equipment at other similar facilities?

- Page 1 - Question 13 - Open Ended - Comments Box

Please indicate whether there are any specific changes in the facility you would like to see in the future.

PROGRAMS

The questions in this section will be used to assess the quality of the programs being offered to clients at the Centre.

Do you believe that the Sunrise Centre currently has the right mix and number of programs for the clients?

- Page 1 - Question 15 - Rating Scale - One Answer (Horizontal)

How satisfied are you with the different types of programs currently being offered at Sunrise?

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Page 1 - Question 16 - Rating Scale - One Answer (Horizontal)

How satisfied are you with the number/volume of programs being offered at Sunrise?

Extremely Dissatisfied D i s s a t i s f i e d S a t i s f i e d Extremely Satisfied

○ ○ ○ ○

Page 1 - Question 17 - Open Ended - Comments Box

Please indicate whether there are any other changes you would like to see at the Sunrise Centre in the future.

Page 1 - Question 18 - Open Ended - Comments Box

Please indicate whether there are any other similar centres locally or regionally which can be used as a benchmark for the Sunrise Adult Training Centre.

Page 1 - Heading

To type in your initial question, click Edit. Insert adds a new question either above or below this one.

Thank You Page

Appendix 5: The Lighthouse School survey



Ministry of Education, Training and Employment - Future Needs Assessment

Created: March 29 2010, 1:08 PM
Last Modified: April 27 2010, 7:06 AM
Design Theme: Basic Blue
Language: English
Button Options: Labels
Disable Browser "Back" Button: False

Ministry of Education, Training and Employment Sunrise Adult Training Centre Needs Assessment

Page 1 - Heading

The Ministry of Education, Training & Employment has engaged Deloitte to conduct an assessment for a potential future adult training centre.

As parents at the Lighthouse School and stakeholders in the special needs community we would welcome your ideas and suggestions on this topic.

Page 1 - Heading

GENERAL

The questions in this section will allow us to obtain a general profile of the various individuals / groups currently using the Lighthouse School, and intending to use an adult centre upon graduation.

Page 1 - Question 1 - Choice - One Answer (Bullets)

Please indicate the time frame in which you expect your child to graduate from the Lighthouse School.

- ☐ 1 year
- ☐ 2 years
- ☐ 3 years
- ☐ 4 years
- ☐ 5 or more years

Page 1 - Question 2 - Choice - Multiple Answers (Bullets)

Please indicate the details of your child's special needs.

- ☐ Cerebral Palsy
- ☐ Mental and Learning
- ☐ Behavioral & Attention Deficit Disorder
- ☐ Autism
- ☐ Blindness
- ☐ Deafness

- ☐ Cayman Cerebellar Ataxia
 - ☐ Physical disability
 - ☐ Other, please specify
-

Page 1 - Question 3 - Yes or No

Upon graduating do you plan to move your child to an adult facility such as the Sunrise Adult Training Centre? If not, what are your plans for their care after Lighthouse School?

- ☐ Yes
- ☐ No

Page 1 - Question 4 - Choice - Multiple Answers (Bullets)

If the answer to the above question was "Yes" will the person be attending the facility full-time or part-time.

- ☐ Full-time
- ☐ Part-time

Page 1 - Heading

STAFFING (EMPLOYEES)

The questions in this section will allow us to assess the specialists required at a potential adult training centre.

Page 1 - Question 5 - Choice - Multiple Answers (Bullets)

What therapists / specialists does your child currently use at the Lighthouse School?

- ☐ Occupational Therapists
 - ☐ Speech Therapists
 - ☐ Counselors
 - ☐ Art Therapists
 - ☐ Vocational Coaches
 - ☐ Life Skills Coaches
 - ☐ Other, please specify
-

Page 1 - Question 6 - Choice - Multiple Answers (Bullets)

What therapists / specialists will your child need in order to achieve maximum results in the future?

- ☐ Occupational Therapists
- ☐ Speech Therapists
- ☐ Counselors
- ☐ Art Therapists
- ☐ Vocational Coaches
- ☐ Life Skills Coaches

Page 1 - Question 7 - Open Ended - Comments Box

Are there any therapists / specialists that you think would be beneficial to the development of your child that are not typically employed in the Cayman Islands?

Page 1 - Question 8 - Yes or No

Would you use formal transition assistance if it was offered for the move to the new facility? (e.g: Counseling, Individual Needs Assessments, etc.)

- ☐ Yes
- ☐ No
- ☐ Additional comment

Page 1 - Heading

FACILITIES

The questions in this section will be used to assess the expectation of the facilities and equipment that will be required by the future clients at the centre.

Page 1 - Question 9 - Choice - Multiple Answers (Bullets)

What area of Grand Cayman would you suggest to be the safest and most convenient location for the future clients of an adult facility?

- ☐ George Town
- ☐ Savannah
- ☐ Bodden Town
- ☐ East End
- ☐ North Side
- ☐ West Bay
- ☐ Red Bay
- ☐ Other, please specify

Page 1 - Question 10 - Choice - Multiple Answers (Bullets)

Which of the following services would you most like to see at the potential future facility?

- ☐ Laundry services
- ☐ Routine personal care
- ☐ Hygiene assistance
- ☐ Hot meals and snacks
- ☐ Social service needs
- ☐ Assistance with groceries and shopping
- ☐ Residential/live-in facility
- ☐ Respite/live-in facility

- ☐ Outdoor activities
- ☐ Other

Page 1 - Question 11 - Choice - Multiple Answers (Bullets)

What equipment is necessary in order to best develop the skills and abilities of your child?

- ☐ Gym equipment
- ☐ Occupational therapy equipment
- ☐ Specific learning tools
- ☐ Art equipment
- ☐ Musical instruments
- ☐ Computers/Computer training
- ☐ Other

Page 1 - Question 12 - Choice - Multiple Answers (Bullets)

What will be required in order for your child to move safely and comfortably around the facility?

- ☐ Wheelchair ramps
- ☐ Hand railings
- ☐ Automatic doors
- ☐ Other

Page 1 - Question 13 - Open Ended - Comments Box

What, if any, equipment or accessibility features are currently offered at the Lighthouse School that you would like to see offered in an adult care facility?

Page 1 - Question 14 - Yes or No

Do you believe that there is a need for a live-in facility in the Cayman Islands?

- ☐ Yes
- ☐ No
- ☐ Additional Comment

Page 1 - Question 15 - Yes or No

Would you like the facility to provide transportation?

- ☐ Yes
- ☐ No

Page 1 - Question 16 - Open Ended - Comments Box

What types of features would your child require in order to utilize the transportation service?

Page 1 - Question 17 - Open Ended - Comments Box

Please indicate any other features you would like to see in the facilities of an adult care centre.

Page 1 - Heading

PROGRAMS

The questions in this section will be used to assess the need for different programs in the centre.

Page 1 - Question 18 - Open Ended - Comments Box

Are there any specific programs or curricula currently offered at the Lighthouse School that you would like to see continued at an adult care centre? (e.g: ASDAN, Art therapy, etc)

Page 1 - Question 19 - Choice - Multiple Answers (Bullets)

What specific programs/classes do you believe would be beneficial for your child during their future adult care?

- ☐ Art classes
- ☐ Craft classes
- ☐ Gym (weights and cardiovascular)
- ☐ Musical therapy
- ☐ Recreational therapy
- ☐ Sports
- ☐ Other, please specify

Page 1 - Question 20 - Yes or No

Do you believe that coordinated work/vocational programs should be implemented for those whom are able?

☐ Yes

- ☐ No
 - ☐ Additional Comment
-

Page 1 - Question 21 - Open Ended - Comments Box

Do you know of any centres either regionally or internationally that can be used for benchmarking purposes?

Thank You Page

Appendix 6: Internal and External Stakeholder Interview Questions

Internal Survey General	
What is your relationship with the Sunrise Adult Centre?	
How long have you been involved with this facility?	
What are you responsible for according to your performance agreement/contract?	
What additional tasks are you performing, that are not included in your performance agreement/contract?	
What is asked of you in your performance agreement/contract that you are not able to carry out?	
How many direct reports do you have? Can you give us an idea of the Centre is structured?	
How is the centre currently funded ? What is the annual budget? Is this sufficient? Does the lack of funding hamper the service provided?	
Who do you rely on to provide services to you within government?	
What is your opinion of the level of service provided?	
What are the main challenges / issues affecting your centre?	
Employees of the Centre	
Do you believe that you have sufficient administrative support?	
If not how does this hamper the effectiveness of the centre?	

Do you believe that you have sufficient staff (therapists etc) in place?	
If not, what changes would you like to see?	
Do you have the budget to send the current staff to required training etc , as well as maintain the required level of staff on employed?	
Facilities	
Do you believe that the centre currently has adequate facilities to serve their clients well?	
What are the main issues or pain points regarding the facilities?	
What would you like see change?	
Do you believe that the Sunrise is placed in the optimal location on the Island?	
Do you believe that the current facility has sufficient space?	
Do you have the tools required to serve your clients? Are tools and equipment modern and on par with international standards?	
Programs Offered	
Do you believe that Sunrise currently has the right assortment and volume of programs on offer to its clients?	
If not, why?	

What changes would you like to see going forward?	
What aspects do you think the centre is excelling in?	
Other	
Do you know of any similar centres in the region or internationally that could be used as best practice benchmarks?	

Appendix 7: External Survey Questions

General	
What is your relationship with the Sunrise Adult Centre?	
How long have you been involved with this facility for?	
Who is your key contact at the Centre?	
What types of interactions do you typically have?	
Is the Centre generally responsive to requests?	
Employees of the Centre	
Do you believe the Centre has sufficient administrative support?	
If not how does this hamper the effectiveness of the centre?	
Do you believe that the Centre has sufficient staff (therapists etc) in place?	
If not, how does this affect the level of service provided?	
What changes would you like to see to the complement of staff/ therapists at the Centre?	
Facilities	
Do you believe that the centre currently has adequate equipment	

and facilities to serve their clients well?	
What are the main issues or challenges regarding the facilities?	
What would you like to see change?	
Do you believe that the Sunrise Centre is placed in the optimal location on the Island?	
Do you believe that the current facility has sufficient space?	
Are tools and equipment modern and on par with international standards?	
Programs Offered	
Do you believe that Sunrise currently has the right assortment and volume of programs on offer to its clients?	
If not, why?	
What changes would you like to see going forward?	
What aspects do you think the centre is excelling in?	
Other	
Do you know of any similar centres in the region or internationally that could be used as best practice benchmarks?	



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